DOCUMENT RESUME

ED 237 823 CG 017 077

AUTHOR	Gunderson, Margaret S.; Moore, Earl J.
TITLE	Personal Education. Middle School Seminar Series.
INSTITUTION	Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE	82
NOTE	296p.; For related document, see CG 016 770.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Group Guidance; Health Activities; *Health Education; *Humanistic Education; Intermediate Grades; *Interpersonal Competence; Leaders Guides; Learning Modules; *Mental Health; Middle Schools; Physical Health; Self Evaluation (Individuals); Seminars; *Student Development

ABSTRACT

This leader's guide is one in a series of three which make up the Middle School Seminar Series. Other guides in the series are Psychological Education and Achievement Education. The guide contains specific instructions for teaching each performance indicator of the goals and competencies which are stated at the end of each session; specific activities are presented and a list of suggested references and supplementary materials is included. The program of personal education is presented in five major seminars which are sequential and interrelated. The first seminar, A Healthy Physical Self, helps middle school students incorporate positive physical health skills in their lives. A Healthy Emotional Self, seminar 2, deals with positive emotional health skills affecting students' entire being, and with ways of helping others in the area of emotional health. A Healthy Social Self, the third seminar, discusses positive social skills, labeling, we-centered behavior, and methods of changing or enhancing social skills. The fourth seminar, A Healthy Mind, helps students learn to incorporate creativity, memory, and learning skills into their lives. Seminar 5, A Healthy Life Spirit, helps students learn about values development, moral development, positive attitudes toward life and death, and focusing on something larger than self. (JAC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237823

Middle School Seminar Series

Personal Education

Margaret S. Gunderson
Earl J. Moore
University of Missouri-Columbia

CG 017077

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Maughan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Georgia Department of Education

INTRODUCTION

PURPOSE

The purpose of the groups for *Personal Education* is to give each individual an opportunity to become an involved member of society through the development of effective interpersonal skills and self understanding. This can be accomplished by making available selected principles to children for their personal use.

OVERVIEW

The *MIDDLE SCHOOL SEMINARS* are compiled of three separate guides.

Psychological Education
Personal Education
Achievement Education

Although any of the guides may be used separately, it has been intended that the seminars in *Psychological Education* be prerequisite for all other seminars. It is suggested that for most groups it might be helpful to continue the sequence with the seminars of *Personal Education* and then *Achievement Education.*

CONTENT

The program of *Personal Education* presented in this Leader's Guide is organized into five major Seminars. The Seminars are both sequential and interrelated in nature. That is, Seminar I is related to Seminar II; Seminar II is related to Seminar III, etc. Although the basic content of each of the seminars is different, the skills that are developed through participation in those seminars are relevant to each other. The Seminars should be experienced and mastered in the given sequence.

Seminar I: A Healthy Physical Self
Seminar II: A Healthy Emotional Self
Seminar III: A Healthy Social Self
Seminar IV: A Healthy Mind
Seminar V: A Healthy Life Spirit

LEADER'S GUIDE

The *Personal Education* Leader's Guide contains specific instructions for the teaching of each performance indicator of the goals and competencies stated at the end of each Seminar section. Also at the close of each Seminar section is a list of suggested references and supplementary materials that Leaders could use.

LEADER'S REFERENCE FOR GROUP TECHNIQUES

The following reference is helpful for those persons who wish to lead groups in *Personal Education*, but are unfamiliar with specific group techniques.

Anderson, J. L. and Henner, H. Focus on Self Development, Stage Three: Involvement, Appendix A: Group Techniques for Classroom Teachers, page 167. Chicago: Science Research Associates, Inc., 1972.

Ardell, D. B. High Level Wellness. Rodale Books, 1977.

Carlson, Jon (Ed.). Special Issue: Health, Wellness, and Transpersonal Approaches to Helping. Elementary School Guidance and Counseling, December, 1979, Vol. 14, Number 2.

Kaslof, R. J. Wholistic Dimensions in Healing. New York: Doubleday, 1978.

Leonard, G. The Ultimate Athlete. New York: Viking, 1975.

Samuels, M. and Bennett, H. Z. The Well Body Book. New York: Random House/Bookworks, 1973.

Science, May 26, 1978, 200 (4344). Issue on health maintenance.

4

Contents

I. Seminar: A Healthy Physical Self 5
Meeting 1: Taking Care of Me 7
Meeting 2: Looking at Myself 25
Meeting 3: Change! 41
Meeting 4: Getting to Work 56
Meeting 5: Review 60
Meeting 6: Evaluation of Physical Self 65
Overview Framework 70
References 74

II. Seminar: A Healthy Emotional Self 75
Meeting 1: Feelings 77
Meeting 2: A Closer Look 90
Meeting 3: Relaxation 95
Meeting 4: Applying What You Learn 98
Meeting 5: Listen To Yourself 105
Meeting 6: You As a Helper 113
Meeting 7: Review of Seminar 119
Overview Framework 125
References 129

III. Seminar: A Healthy Social Self 131
Meeting 1: WE-Centered Behavior 133
Meeting 2: Effects 142
Meeting 3: Labeling 147
Meeting 4: What Do You Tell Yourself? 153
Meeting 5: Reinforcing Encouraging Thoughts 161
Meeting 6: Teaching Others 169
Overview Framework 175
References 179

IV. Seminar: A Healthy Mind 181
Meeting 1: The Right and Left Of It 183
Meeting 2: Goals and Imagery 202
Meeting 3: Don't Forget! 212
Meeting 4: Learning 219
Meeting 5: Encouraging Others 224
Overview Framework 235
References 239

V. Seminar: A Healthy Life Spirit 241
Meeting 1: Cycle of Respect 243
Meeting 2: Living and Dying 255
Meeting 3: IALAC 266
Meeting 4: Who Am I? 275
Meeting 5: Story Go Round 286
Overview Framework 292
References 296

Seminar
A Healthy Physical Self

•

Six Group Meeting Plans
Overview Framework
References

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting. .

This seminar for *A Healthy Physical Self* includes such content as helping students learn about how to incorporate positive physical health skills in their lives; how those skills affect their entire being; what they gain and communicate through physical health; methods of changing to or enhancing a healthy physical self; and ways of helping others in the area of physical health.

Adaptations

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

Seminar: A Healthy Physical Self Meeting #1

TAKING CARE OF ME

Materials and Resources

1. Basic food groups chart and/or other posters emphasizing health habits
2. A variety of canned and boxed food products to use as examples on how to read labels
3. Informative handouts
4. Seven log sheets for each group member

*Each group member should bring (or be given) a notebook or folder in which to keep the many informative handouts and assignments papers they will receive through the five seminars.

Directions

1. Be sure everyone knows everyone else; use name tags if some students are strangers. Be sure everyone knows your name.
2. Introduce this unit by discussing what makes up a healthy person. Indicate that each seminar will deal with a different aspect of health (i.e., physical, emotional, social, mental, spiritual).
3. Explore through discussion what contributes toward a healthy physical self. Organize the discussed topics under the following four broad headings:
   - nutrition--the quality and quantity of daily food intake
   - exercise--including such types as flexibility, endurance, strength, and coordination
   - sleep--the quality and quantity of rest
   - preventative health care--hygiene, safety, preventative medicine.

   Focus on the first three broad areas in greater detail.

4. Discuss the basic food groups and why our bodies need a balanced diet. Also explore the range of calories intake that is appropriate for their age, height, frame, activity level, etc. Examine the school lunch menu and determine if a balanced diet is offered and what the calorie intake would be. Next, lead the discussion to include how they can take charge of their own diet. Explore the nutrition, calories, etc. involved in some of their favorite foods. Discuss the pitfalls of sugar, the problems that can be caused by eating only refined, bleached, polished, etc. foods, and the importance of reading food labels (show example food labels on cans, jars, boxes, etc.).

5. Give each group member copies of the informative handouts dealing with nutrition. Give an overview of nutritional facts. Summarize what each handout contains. Indicate that students will need to read these handouts as they will be reviewed at the next meeting.

6. Discuss the importance and different types of exercise. Emphasize the physical benefits of exercise (i.e., burns up more calories, improves appearance, improves coordination, improves the strength of the circulatory, respiratory, digestive systems, etc.). Discuss the problems that some persons encounter when they begin an exercise program or exercise in the wrong way (i.e., temptation to overdo--resulting in sore, strained muscles, impatience when there is no appearance of immediate results or increased skill--it takes several weeks for noticeable changes to occur, etc.).

7. Give each group member copies of the informative handouts dealing with exercise. Summarize what each one contains. Indicate that students will need to read these handouts as they will be reviewed at the next meeting.

8. Discuss the importance of sleep and how a consistent sleep pattern is essential for a healthy body. Explore the differences between persons who do and those who do not get enough sleep.

9. Give each group member seven copies of the log sheets. Explain that their assignment for the following week is to chart their nutrition, exercise, and sleep patterns for each day. Indicate that they are not to try to change any pattern this week, but rather take a close look at their present patterns. These logs are for their own information and they will not have to share during the next meeting unless they want to. They will need to bring their completed logs to the meeting, however.

Group rapport would be enhanced if the Leader also took part in keeping a personal log.

Adaptations

Some group leaders especially those with students who are younger or have reading problems may want to center discussions around the handouts, rather than distributing afterwards.

Evaluations

Built in
Log sheets

FOOD GROUPS

MILK GROUP

(some milk daily)

Children	3 to 4 cups
Teenagers	4 or more cups
Adults	2 or more cups
Pregnant women	4 or more cups
Nursing mothers	6 or more cups

(Cheese and ice cream can replace part of the milk)

VEGETABLE-FRUIT GROUP

(four or more servings)

Including:

A dark green or deep yellow vegetable, important for Vitamin A, at least every other day.

A citrus fruit or other fruit important for Vitamin C, daily.

Other fruits and vegetables including potatoes.

MEAT GROUP

(two or more servings)

Including beef, veal, pork, lamb, poultry, fish, eggs, with dry beans and peas and nuts as alternates.

BREAD-CEREALS GROUP

(four or more servings)

Whole grain, enriched, restored.

HOW SWEET?

Match the following prepared food products to the sugar concentrations that you think correspond. Each product matches only one percentage.

Food Product	Sugar Concentration
Coca-Cola	23.0%
Coffeemate	21.0%
Cool Whip	65.4%
Hamburger Helper	23.9%
Heinz Catsup	28.9%
Hershey Chocolate Bars	57.0%
Jell-O (Cherry)	8.8%
Kellogg's Apple Jacks	82.6%
Quaker 100% Natural Cereal	51.4%
Ragu Spaghetti Sauce	9.2%
Shake 'n Bake (Barbeque)	30.2%
Shake 'n Bake (Pork)	7.3%
Skippy Peanut Butter	14.7%
Wishbone Italian Salad Dressing	50.9%
Wishbone Russian Salad Dressing	6.2%

HOW SWEET IT IS

The following prepared food products have the corresponding sugar concentrations. These products only represent a small example of the wide-spread usage of sugar in the American diet.

Food Product	Sugar Concentration
Coca-Cola	8.8%
Coffeemate	65.4%
Cool Whip	21.0%
Hamburger Helper	23.0%
Heinz Catsup	28.9%
Hershey Chocolate Bars	51.4%
Jell-O (Cherry)	82.6%
Kellogg's Apple Jacks	57.0%
Quaker 100% Natural Cereal	23.9%
Ragu Spaghetti Sauce	6.2%
Shake 'n Bake (Barbeque)	50.9%
Shake 'n Bake (Pork)	14.7%
Skippy Peanut Butter	9.2%
Wishbone Italian Salad Dressing	7.3%
Wishbone Russian Salad Dressing	30.2%

WHAT AM I EATING?!

Labeling and Nutrition

The saying "You are what you eat" may be old, but it certainly contains a lot of truth. Those persons who eat a balanced diet of fresh fruits, vegetables, and other natural products are off to a good start in taking responsibility for their well-being. For the majority of Americans, however, the task becomes much harder when we try to discover the contents of the boxes, cans, and jars of the prepared food products that we place in our grocery carts. For those persons who desire to take responsibility for what they are eating, the present food-labeling laws are inadequate and many times deceptive. In this handout we will examine which foods are not subject to labeling laws, required labeling for food content, and suggestions for you as an aware consumer.

STANDARDIZED FOODS: NO LABELING REQUIRED

There are about 350 prepared food products that are called *standardized foods*. These include such common items as mayonnaise, enriched white bread, soda pop, and so on. Such standardized foods are not required to label ingredients because their basic ones can all be found in the Code of Federal Regulations. This makes it difficult for the average consumer who may not have access to a law library. It also limits the consumer because there is no listing of the major ingredients by percentage weight (e.g., one can of soup could contain more meat and vegetables than another brand of soup of the same weight).

Standardized foods, however, do have to meet certain minimum requirements in order to be called by the "standard" name. For example, hot dogs may contain no more than 30 percent fat, chicken noodle soup must contain a minimum of 2 percent chicken (if less it would be called noodle soup with chicken), and so on. For some frozen food items, though, the government now requires them to list the percentage of their most valuable ingredient (e.g., the shrimp in frozen shrimp cocktail) on the label.

NUTRITIONAL LABELING

Nutritional labeling is required when nutrients are added to a food (e.g., enriched, fortified, etc.) or when nutritional claims are made on the label in advertising. There are some major misconceptions associated with nutritional labeling. Many people assume that just because there is nutritional labeling on a product, then that product must be nutritious. This may not be so. Another misconception involves the manner in which companies present their nutritional labeling. More space is usually given to the breakdown of proteins, vitamins, and minerals. However, it is more difficult to determine the actual content of such things as sugar (which causes tooth decay and contributes to obesity), sodium (which contributes to high blood pressure, hypertension and strokes) and saturated fats (which contributes to heart disease). The law does not require sodium to even be listed on the label. Sugar is often included with starch, fiber, or is broken down into the different names of the sugars used. Also sugar and saturated fats are often indicated in terms of "grams per serving." Current advocates of labeling law changes desire foodmakers to show on their labels all ingredients by percentage and by their common or usual names.

LABELING FLAVOR AND COLOR ADDITIVES

Food companies are usually required to list ingredients on their labels; however, such things as colors, flavors, and spices do not have to be listed by their specific names. A prepared food product that states "artificial color" on its label could contain several different chemicals. Adequate testing and labeling of these chemicals becomes an important issue for consumers. Not many artificial flavors have been well tested, but because most are the same as the flavoring chemicals that occur in natural foods, they are probably not dangerous. An exception, though, can be found in the recent controversy over saccharin, an artificial sugar substitute.

Artificial colorings, however, present a much greater problem. Many colors have been banned (and several more are suspect) because they have caused cancer or organ damage to laboratory animals when fed at high quantities. Such coal-tar dyes are not found in nature and the human body metabolizes many of them as poison. The following list represents those coloring chemicals that have been proved or are suspect as dangerous.

Butter Yellow	Banned in 1919.
Sudan No. 1	Banned in 1919.
Orange Nos. 1 and 2	Banned in 1960.
Red No. 1	Banned in 1960.
Yellow Nos. 1, 2, and 3	Banned in 1960.
Green No. 1	Banned in 1965.
Violet No. 1	Banned in 1973.
Red No. 2	Banned in 1976.
Orange B	Suspect.
Red No. 40	Suspect--This is one of the two most widely-used colorings.
Yellow No. 5	Not banned, but labeling is proposed as the FDA estimates 50,000 to 100,000 Americans show allergic reactions to this coloring.

Manufacturers use artificial colorings for two major economic reasons: food sells better if it looks good and it is less expensive to artificially color something than to use a related natural food (e.g., coloring something purple rather than using grapes). If artificial colorings are used the label will usually say so (but the specific color does not have to be named). There are exceptions under the law, though, for the dairy industry. With the proposed exception of Yellow No. 5, such items as butter, cheese, and ice cream do not have to indicate their artificial colors--a great concern for many consumers.

LABELING SUGAR

Sugar is the leading food additive in our country at this time. American consumers get around 24 percent of their calories from sugar. Three percent of that total comes from the natural sugar found in fruits and vegetables, another 3 percent comes from lactose (milk sugar in dairy products), and the remaining 18 percent is from sugar that is added to our foods. Unlike other sources of carbohydrates, this added sugar contains no nutrients except calories. There is *no* dietary requirement for sugar that cannot be satisfied by more nutritious foods (e.g., fruits and vegetables). The extensive use of added sugar or food products that are high in sugar content can affect such common health problems as tooth decay, obesity, diabetes, heart disease, hypoglycemia, and so on.

Some sugar added to food products is used for purposes other than just providing sweetness. It absorbs moisture, keeping foods from drying out too quickly. It lowers the freezing point so that ice cream or other frozen desserts are smoother. It can be used as a preservative and it can sometimes make food look nicer. The majority of added sugar, however, is used for one main reason--the added sweet taste that consumers will buy.

The average consumer, though, will find it very hard to know how much sugar is used in food products because companies can use different types of sweeteners and list each one separately on the label. The following is a list of some sweeteners and a short description of each one.

Raw Sugar -	Banned in the U.S. because it contains such contaminants as insect parts, soil, molds, bacteria, lint, and waxes.
Turbinado - Sugar	Dark sugar that is partially refined to make it sanitary; no nutritional value.
Brown Sugar -	Sugar crystals coated with molasses syrup; no nutritional value.
Fructose, Glucose -	Common sugars found naturally in fruits and vegetables.
Honey -	A blend of different sugars, mostly fructose and glucose, made by bees; no nutritional value except if eaten in huge quantities.

Corn Syrup, Corn Sugar, Corn Sweetener - Made from corn starches, these derived sweeteners have jumped to almost three times the usage in the past fifteen years.

*When trying to identify the sugars listed on a label, look for any word ending in "ose," such as maltose or deptrose, or look for "corn syrup" or "corn sugar" which is used as a sucrose substitute.

An example of the problems consumers face when trying to identify their sugar intake can be found on such a common product as Post Raisin Bran. Its label lists sugar (sucrose) as its number three ingredient, corn syrup number five, and honey number seven. If put together, those sugars could be a primary ingredient, but consumers would never know unless they were able to convert the quantity references to percentages. This can be frustrating for persons who wish to be responsible for their nutritional health and total well-being.

SUMMARY: CONSUMER SUGGESTIONS

1. Eat a balanced, nutritional diet.
2. Be aware of the kinds of foods you eat--*read labels*.
3. Some chemicals are safe to eat (e.g., calcium propionate is a bread preservative; citric acid is already found in our bodies; carboxy methyl cellulose is a thickening agent that goes right through the digestive system; and carotene is a coloring agent that is often used in margarine and is nutritious for our bodies as Vitamin A).
4. Avoid artificial flavorings when possible.
5. Particularly avoid artificial colorings.
6. Stay away from prepared food products high in sugar and fat.
7. Avoid caffeine, especially in the first three months of pregnancy. Caffeine is found in such things as coffee, chocolate, cola, tea, some medications, and "keep awake" pills.
8. Try to avoid sodium nitrite (retains food color, helps flavor, and prevents botulism). This chemical can be found in bacon, ham, luncheon meats, hot dogs, smoked fish, and so on. Scientists believe that upon cooking, sodium nitrite can combine with other substances and change to form a cancer-causing chemical.
9. Write your governmental representatives urging more comprehensive and effective labeling laws.
10. Keep informed of new information or evidence that could influence the well-being of your health.

HOW TO CHOOSE A DIET

A Good Diet is:

1. One that is nutritionally sound. This means that it has foods from all the necessary food groups--it contains a wide variety of foods (not just one or two). The reducing diet should decrease body fat without hurting the rest of your body. The gaining diet should increase body fat without hurting the rest of your body.
2. A diet that with some things added can become your basic eating pattern for the rest of your life.
3. A diet that is made up of foods that look and taste good.
4. A diet that helps train your appetite--developing a pattern of eating at regular times of the day.
5. One that has foods that "stay with you" to keep from getting too hungry.
6. A diet that is made up of familiar foods. It can fit in easily to the way you live.
7. A diet that can be matched to you. Different people need different calorie levels and the diet should be planned with your needs in mind.

A Bad Diet is:

1. A diet that has a small limited choice of food. It does not provide all the nutrients (protein, vitamins, minerals, fat, carbohydrates, . . .) you need. It also could be boring and makes you feel like you're missing something.
2. A diet that uses special foods and does not fit in easily to the way you live.
3. A diet that often lets you lose (or gain) weight too fast--this could hurt your health.
4. A diet that doesn't set up an eating pattern you can follow for the rest of your life. It is the kind of diet that can only be used for a short time.

THAT'S NOT THE WAY IT IS

Many people have some wrong ideas about food and dieting. These wrong ideas may mean the difference between success and failure in losing (or gaining) weight. Here are some things people have believed--but that is not the way it is!

1. Brown eggs have a higher food value than white eggs. False.
2. Toasting reduces the calories in bread. False.
3. Protein is the most important nutritional need of the body. False.
4. One can eat and drink whatever he pleases if a vitamin and mineral capsule is taken each day to assure a supply of essential nutrients. False.
5. It is natural to get fatter as you get older. False.
6. One can never get too much protein. False.
7. If a person has been overweight for a long time (e.g., since childhood), his problem is probably "medical" or hereditary. False.
8. Food eaten before you go to bed is more likely to cause weight gain than if the same food were eaten for breakfast. False.
9. Pork liver has more nutritive value than calf liver. False.
10. A person can never drink too much milk. False.
11. Overweight people are generally happy, healthy people. False.
12. Because meat is a high protein food, it does not cause weight gain. False.
13. Beer is a good source of nutrients. False.
14. It makes no difference whether a person eats fast or slow. False.
15. It is better to lose weight as rapidly as possible rather than one pound at a time. False.

16. All fat and carbohydrates should be eliminated in a reducing diet. False.

17. Exercise increases the appetite. False.

18. One should drink less water while dieting. False.

19. The stomach shrinks during dieting. False.

20. Meal-skipping helps reducing. False.

21. One should expect to feel weak and fatigued during weight reducing. False.

BENEFITS OF AEROBIC EXERCISE

SLEEP comes easier and you sleep better; you are more wide-awake and energetic during the day.

THE HEART becomes strong and healthy (relaxed and slow at rest; yet able to accelerate to a much higher work load without undue tiredness or strain).

MUSCULAR SYSTEM is more effective; there is increased speed, grace, muscle tone and muscle strength. Those who are aerobically fit are almost always muscularly fit, but those who are muscularly fit (calisthenics, weight lifting, isometrics, etc.) are not necessarily aerobically fit.

MENTAL AND EMOTIONAL HEALTH is improved; you have a better outlook, more self-confidence, and often do well in those things you try; you develop a "positive addiction" to staying physically fit.

AEROBIC
EXERCISE

DIGESTIVE SYSTEM is more effective (you eat better, digest better, have less acid in the stomach, and eliminate wastes better.

LUNGS operate more efficiently (muscles controlling the lungs are in good condition and there is more useable lung space).

BLOOD VESSELS are enlarged and become more pliable; the resistance to blood flow is reduced (improved blood pressure).

BLOOD SUPPLY is increased (especially red-blood cells and hemoglobin; increase in blood vessel networks; blood vessel linings are kept more clear of fats such as cholesterol.

BODY TISSUE is healthier because of increased oxygen supply.

AEROBIC EXERCISE SURVEY

The following is a list of different kinds of aerobic exercises. Add others that you can think of to the list. Then put an X beside those kinds of exercises you are involved in each week and indicate how often you do them.

Aerobic Exercises	Ones I Do	How Often Per Week
Walking	________	____________
Running	________	____________
Swimming	________	____________
Bicycling	________	____________
Jumping Rope	________	____________
Tennis	________	____________
Basketball	________	____________
Football	________	____________
Baseball	________	____________
Active Dancing (e.g., ballet)	________	____________
Gymnastics	________	____________
______________	________	____________
______________	________	____________
______________	________	____________
______________	________	____________
______________	________	____________

Is the amount of aerobic exercise you are getting each week the best physical fitness possible?____________________________

Z-Z-Z-Z-Z

(Sleep)

Scientists cannot tell us exactly what sleep "is." However, by using an electroencephalograph (a scientific machine that is used for recording brain wave patterns), they have learned that we fall asleep in four stages. We progress from Stage 1 (light sleep) to Stage 4 (deepest sleep) and then awaken in reverse order. It takes about an hour and a half to go from light sleep to deep sleep and then back again. There are about five such cycles in an average uninterrupted night's sleep of approximately eight hours. At Stage 1 (light sleep) we are close to waking and may even awaken and go back to sleep without remembering it.

The discovery that dreaming is accompanied by a peculiar but characteristic kind of rapid eye movement has helped scientists to understand much more about dreams. We usually have the first dream of the night after we ascend to light sleep from the first deep sleep. The average person spends about two hours a night in dreams which go on in four or five cycles corresponding to light sleep. It is believed that everyone dreams repeatedly every night but that dreams are almost immediately forgotten, unless we awaken while a dream is in progress and then they are not usually remembered long.

DAILY LOG

Name________________________________ Day/Date______________

Height______________ Weight______________

SLEEP LOG

Waking Time__________

Alarm Time__________

Hours of Sleep__________

Sleep Quality	Not Good	—┼—┼—┼—	Great!
Amount of Dreaming	Not Much	—┼—┼—┼—	A lot
Dream Experiences	Frightening	—┼—┼—┼—	Fantastic!
Energy on Waking	Hardly Any	—┼—┼—┼—	Ready to Go!!
Expectations for the Day	Very Low	—┼—┼—┼—	Very High

NUTRITION LOG

Breakfast	Lunch	Supper
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

Snacks:
(What & When): ______________ ______________

______________ ______________

EXERCISE LOG

Type of Exercise	When	How Much/How Long

DESCRIBE YOUR ACTIVITIES AND FEELINGS:

Put an X on the lines to show how you felt about this day.

1. Work/School Day ├───┼───┼───┼───┤ Leisure Day
2. Normal Day ├───┼───┼───┼───┤ Non-routine Day
3. Tired during the Day ├───┼───┼───┼───┤ Felt energetic during the Day
4. Felt tense today ├───┼───┼───┼───┤ Felt relaxed today
5. Felt sick today ├───┼───┼───┼───┤ Felt healthy today
6. Wasn't hungry today ├───┼───┼───┼───┤ Had a good appetite today

Write down anything else that might help describe your day:

LOOKING AT MYSELF

Materials and Resources:

1. Log sheets from the previous meeting
2. Copies of "Immunization and Tuberculin Testing"
3. Charts of the "Four Goals of Misbehavior" and the "Four Goals of Positive Behavior" for each student
4. Copies of Group Activity Sheets for each student
5. Copies of Preventative Health Care Survey for each student
6. Personal Surveys for each student
7. Copies of "Why I Like Being Fat" for each student

*Each group member should bring (or be given a notebook or folder in which to keep the many informative handouts and assignment papers they will receive throughout the five seminars.

Directions:

1. Have posted in the room charts (or pictures) about nutrition, exercise, preventative health care, the four goals of misbehavior, and the four goals of positive behavior.
2. Be sure everyone knows everyone else. Continue to use name tags if some students are strangers. Be sure everyone knows your name.
3. Review the discussion that occurred during the previous meeting. Review the handouts given out at the previous meeting; discuss the major points of each (this is especially good for those persons who have not yet read them).
4. Brainstorm ways that the different aspects of physical health (nutrition, exercise, sleep, preventative health care) affect their emotional self, their social self, their mind, and their life spirit. Stress that they are integrated--greater than the sum of their parts--and that the different aspects of their lives affect their entire being.

5. Next have students summarize how they felt about the log sheets during the week* If you as the leader also kept log sheets, share what you learned about yourself through charting your behavior. Encourage the students to share about themselves only if they want to.

6. Reintroduce the topic of preventative health care and discuss its different aspects (i.e., hygiene, safety, preventative medicine). Review how each of these different aspects affect their entire being. Give each student a copy of the immunization chart handout.

7. Introduce the next discussion topic--why people consciously or subconsciously want to maintain their healthy or unhealthy physical condition. After brainstorming for a short time, give out copies of the Four Goals of Misbehavior and the Four Goals of Positive Behavior handouts and quickly review the goals (students should be familiar with these through Psychological Education). Distribute copies of the group activity worksheets and fill them out together. Examine how physical health, or lack of it, can apply to the goals. Pass out copies of the short essay handout "Why I Like Being Fat." Talk about what physical health communicates to self and others.

8. Distribute the Preventative Health Care Survey and the Personal Health Survey. Ask students to complete these before returning to the next meeting. They will not be required to share their findings, but may if they desire to.

Adaptations:

If students are not familiar with the goals of behavior, additional meetings to establish a foundation would be necessary.

Students could roleplay the characteristics of different physical conditions.

Evaluation:

Built into Activity
Surveys

IMMUNIZATIONS AND TUBERCULIN TESTING

AGE	IMMUNIZATION OR TEST
2 months	DTP: diphtheria and tetanus toxoids combined with pertussis (whooping cough) vaccine. TOPV: trivalent oral polio virus vaccine. Suitable for breast-fed as well as bottle-fed infants.
4 months	DTP TOPV
6 months	DTP TOPV
1 year	MEASLES. May be given as Measles-Rubella (German measles) or Measles-Mumps-Rubella combined vaccines. TUBERCULIN TEST. Frequency of repeated tuberculin tests depends on risk of exposure to the child and the prevalence of tuberculosis in the population group.
1 to 12 years	RUBELLA MUMPS Physician will determine age of administration.
1 1/2 years	DTP TOPV
4 to 6 years	DTP TOPV
14 to 16 years	Combined tetanus and diphtheria toxoids of the adult type. Repeat thereafter every 10 years.

It is important that infants and children be immunized at the proper time. Schedules are well observed if children are under the care of a pediatrician, but considerable numbers of preschool and school children do not have all the recommended vaccinations or booster "shots." Measles vaccine is highly effective but a rising incidence of the disease indicates that many children have not been vaccinated.

Diseases and Their Results

Diphtheria--an acute contagious disease, once responsible for many deaths of children, but no longer a threat to the child who is properly immunized.

Measles--an infectious disease caused by viruses. Although most children recover from a natural attack of measles without suffering serious after-effects, the disease is treacherous and can be fatal. It can lead to encephalitis and mental retardation.

Mumps--an infectious disease caused by viruses. Many children recover from a natural attack of mumps without suffering serious after-effects. However, it can lead to sterility in adolescents and adults.

Rubella (German Measles)--a mild contagious viral infection producing a pink rash which spreads all over the body, sometimes with symptoms of headache and fever. This disease sometimes causes birth defects when a pregnant woman is infected with it.

Tetanus (lockjaw)--a serious, often fatal infection caused by toxins of tetanus organisms which get into the body through perforating, penetrating, or deep wounds. The disease is easily prevented by harmless tetanus shots. These are routinely given to infants and should be just as routine for adults who are as likely to suffer accidents as anybody.

Tuberculosis--a contagious disease caused by an infection with the tubercle bacillus (bacteria) characterized by the formation of nodules or lesions in some organ or tissue (i.e., lungs, etc.).

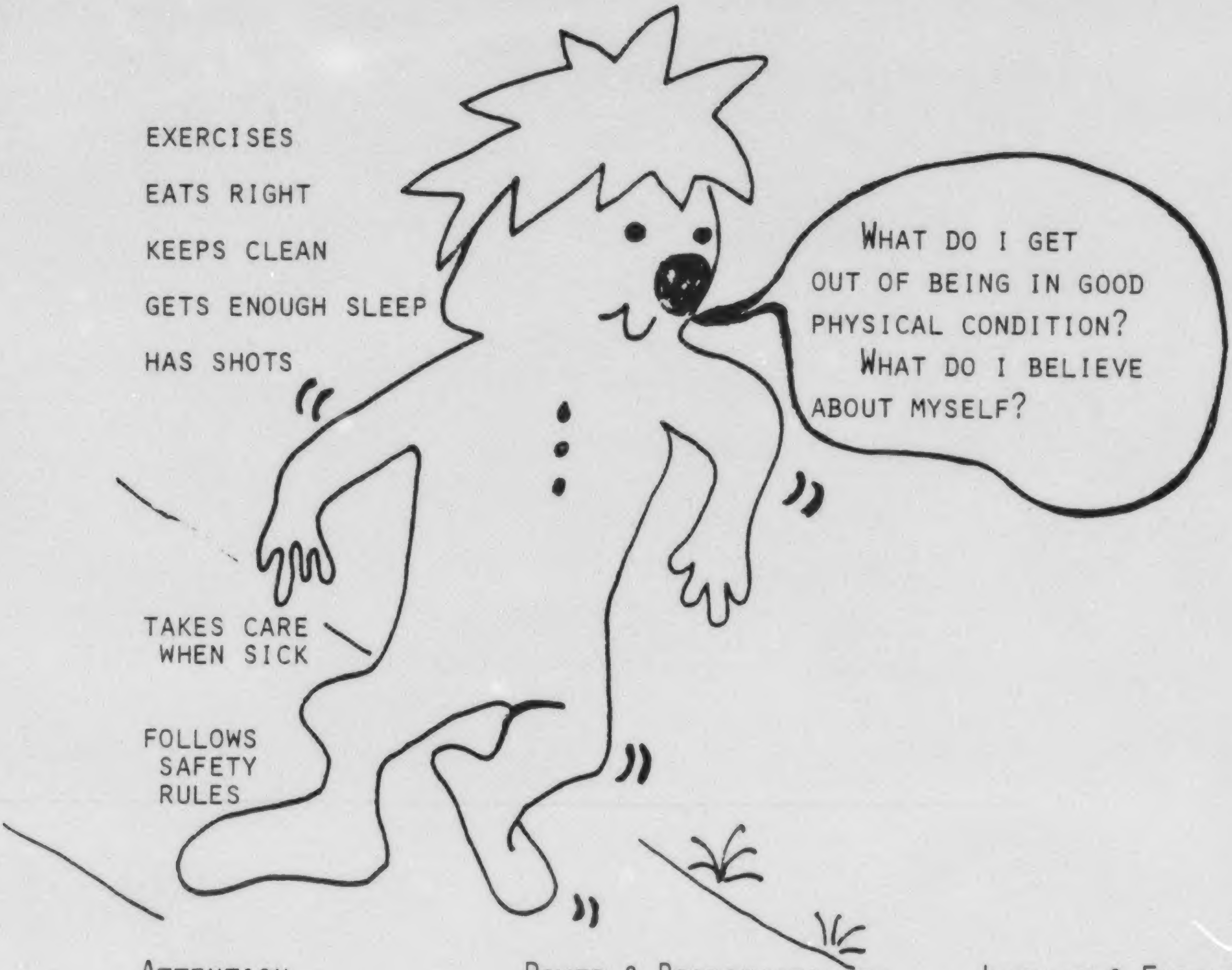
THE GOALS OF MISBEHAVIOR

Goal	Wrong Belief	Others' Reactions	Better Ways to Respond
Attention	I belong only when I am being noticed or when someone is doing something for me.	They feel irritated or annoyed. They want to remind, coax, or do things for the attention-getter.	Ignore misbehavior. Give attention when acting nicely and not when they misbehave. Don't do a lot of things for that person when misbehaving.
Power	I belong only when I am the boss, or when I am proving no one can boss me!	They feel angry, pushed around, as if their authority is threatened. They want to either fight or give in.	Withdraw from the conflict (walk away). Fighting or giving in only makes the person want more power. Let person help you when not misbehaving.
Getting Even (Revenge)	I belong only by hurting others as I feel hurt. I cannot be loved.	They feel deeply hurt. They want to retaliate and get even.	Don't feel hurt (at least don't show it.) Don't try to retaliate or get even. Let that person know that you like him or her.
Giving Up	I belong only by convincing others not to expect anything from me. I want people to give up on me. I am unable; I am helpless.	They feel despair and hopelessness. They agree that nothing can be done and then give up.	Don't criticize. Encourage any positive attempt, no matter how small. Focus on that person's good points. Don't pity and don't give up on that person.

THE GOALS OF POSITIVE BEHAVIOR

Goal	How They Act	What They Believe	How Others React to Them	How Can I Encourage
Attention Involvement Contribution	Helps Volunteers.	I belong by contributing.	Feel good towards them. Give attention.	Let them know what their contribution counts and that you appreciate it. (Attention and Appreciation)
Power Independence Responsibility for own behavior	Shows self-discipline. Does own work. Has good ideas.	I can decide and be responsible for my behavior.	Give more responsibility. Trust.	Encourage them to make up their own mind. Let them experience the outcomes (good and bad) of their decisions. Express confidence in them.
Justice Fairness	Returns kindness for hurt. Ignores belittling comments.	I am interested in cooperating.	Enjoy working with them. Try to cooperate also. *	Let them know you like the way they try to cooperate.
Withdrawal from Conflict Refusal to Fight Acceptance of Other's Opinions	Ignores being provoked. Withdraws from power struggles to decide how he will act.	I can decide to withdraw from conflict.	Respect. Openness in expressing opinions.	Let them know you like the way they are acting and the decisions they make.

*Those persons who are trying to hurt, belittle, or create conflict will probably increase their attempts to get a reaction. However, if they do not get that reaction, they will soon stop trying altogether.


EXERCISES
EATS RIGHT
KEEPS CLEAN
GETS ENOUGH SLEEP
HAS SHOTS
TAKES CARE WHEN SICK
FOLLOWS SAFETY RULES
WHAT DO I GET OUT OF BEING IN GOOD PHYSICAL CONDITION? WHAT DO I BELIEVE ABOUT MYSELF?

ATTENTION

How? ______________________

____

____

Belief? ______________________

____

____

POWER & RESPONSIBILITY

How? ______________________

____

____

Belief? ______________________

____

____

JUSTICE & FAIRNESS

How? ______________________

____

____

Belief? ______________________

____

____

ACCEPTANCE OF OTHERS' OPINIONS:

How? ______________________________________

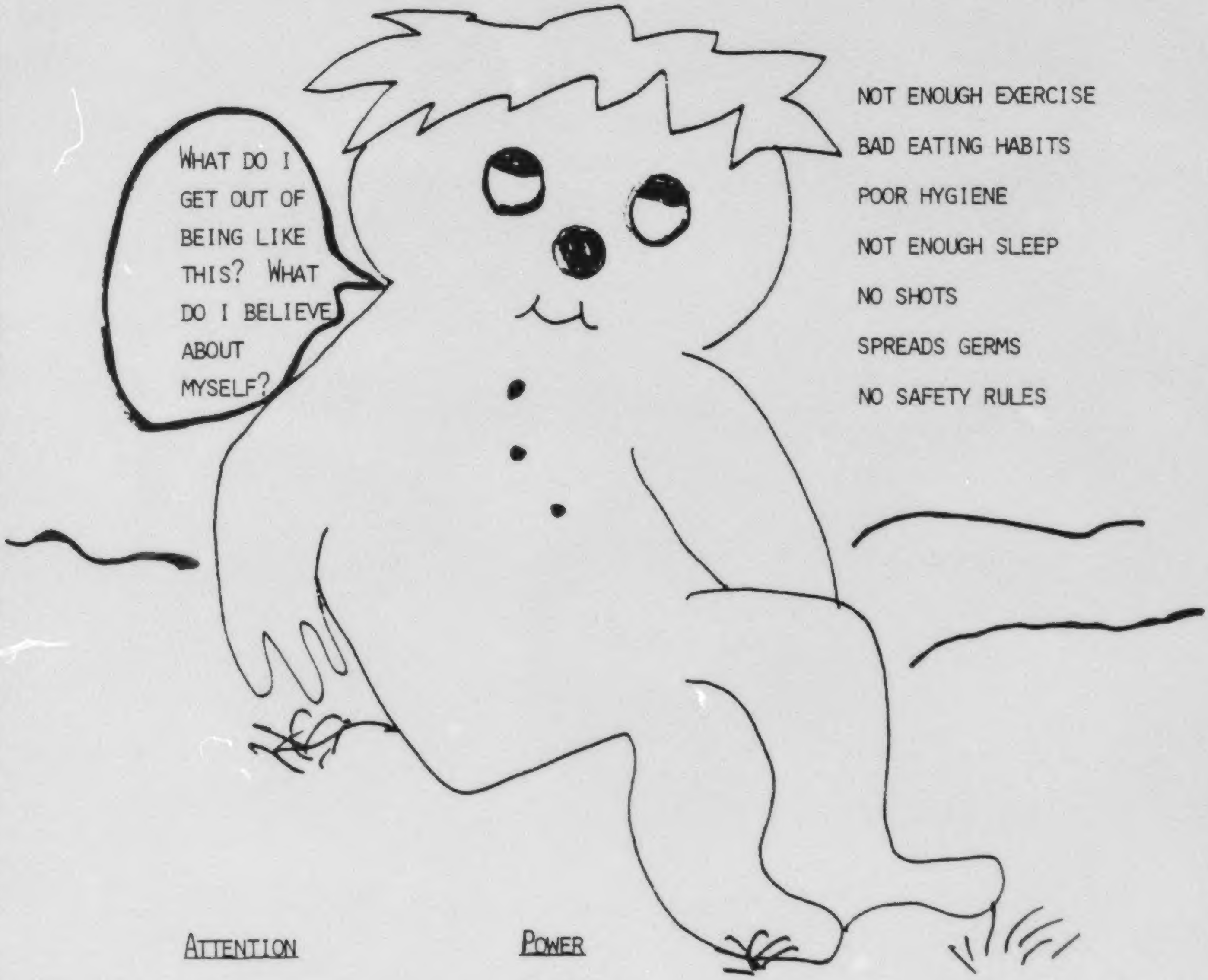
____

____

Belief? ______________________________________

____

____


WHAT DO I GET OUT OF BEING LIKE THIS? WHAT DO I BELIEVE ABOUT MYSELF?
NOT ENOUGH EXERCISE
BAD EATING HABITS
POOR HYGIENE
NOT ENOUGH SLEEP
NO SHOTS
SPREADS GERMS
NO SAFETY RULES

ATTENTION

How? ______________

____

____

Belief? ______________

____

____

POWER

How? ______________

____

____

Belief? ______________

____

____

GETTING EVEN

How? ______________

____

____

Belief? ______________

____

____

GIVING UP

How? ______________

____

Belief? ______________

____

PREVENTATIVE HEALTH CARE SURVEY

Directions: Mark the number for each question that best describes you.

DO YOU:

1. Bathe twice a week?

Never	Sometimes	Usually	Always
0	1	2	3

2. Know the laws concerning bicycles and follow them?

Never	Not very well	Usually	Always
0	1	2	3

3. Avoid being with people and spreading your germs when you have a cold or fever?

No	Sometimes	Usually	Always
0	1	2	3

4. Regularly wash and brush or comb your hair?

No	Sometimes	Usually	Always
0	1	2	3

5. Help protect your home from fire and safety hazards?

No	Sometimes	Usually	Always
0	1	2	3

6. Wear some type of ID when out exercising alone?

No	Sometimes	Usually	Always
0	1	2	3

7. Avoid being near, flying a kite near, etc., live electrical wires.

Who Cares?			Always
0	1	2	3

8. Wash your hands before eating?

No	Sometimes	Usually	Always
0	1	2	3

9. Wear safety gear (helmet, etc.) when riding your bicycle in heavy traffic?

No	Sometimes	Usually	Always
0	1	2	3

10. Know the emergency phone number if you should need it?

No	Know it's in the phone book	Carry it with me	Memorized
0	1	2	3

11. Know how to put out a household grease fire?

No			Yes
0	1	2	3

12. Know the correct safety procedures for different weather emergencies (lightening, storm, tornado, hurricane, etc.)?

No	Some of them	Most of them	Yes
0	1	2	3

13. Brush your teeth at least twice a day?

No	Sometimes	Usually	Yes
0	1	2	3

14. Keep any dangerous medicines, paints, cleaners, etc., out of the reach of young children?

Who Cares			Always
0	1	2	3

15. Know common emergency procedures?

No	Some of them	Most of them	Yes
0	1	2	3

16. Know where to go and what to do if there is a fire in your home?

No	Only in Part of the house	In most of the house	Yes
0	1	2	3

17. Know where to go and what to do if there is a fire in your school?

No	In Part of the school	In most of the school	Yes
0	1	2	3

18. Regularly clean and trim your fingernails?

No	Sometimes	Usually	Always
0	1	2	3

19. Cross streets at intersections and avoid being between cars parked along the street?

No	Sometimes	Usually	Always
0	1	2	3

20. Floss your teeth each time you brush them?

No	Sometimes	Usually	Always
0	1	2	3

21. Know what to do if you or your clothes catch on fire?

No			Yes
0	1	2	3

22.* Have all your shots (immunizations) up to date?

No	Some	Most	All
0	1	2	3

*You could check for your shot record with your parents/guardians, or the school office (school records often include a basic shot record), or your pediatrition (doctor) or county health department where you grew up, etc.

Add up all the numbers and write your results here: ______________

56-66: Terrific! You take really good care of yourself.

46-55: Good! You take good care of yourself. Check back and see if there are any weak areas.

36-45: O.K.! You are trying to take good care of yourself. Check on the areas where you need to improve.

26-35: Fair. You are trying, but there are some weak areas you need to work on. Keep learning how to care for yourself!

0-25: You are a special person--to yourself and others! Look and see where you need to take better care of yourself and get busy!

PERSONAL HEALTH SURVEY

Directions: Review your log sheets (on nutrition, exercise, and sleep) and the results of your Preventative Health Care Survey. Check along the line that best describes the way you feel for each item. Then make specific comments or notes to explain why you feel that way.

PART ONE

I. Nutrition

My meals are

Not Nutritious	Needs Improvement	Fair	Well Balanced

My meals are

Irregular				Regular

I snack

Too much	Frequently	Sometimes	Not at all

The amount of sugar I eat is

Too much				Hardly any

The quantity I think I eat is

Too much for what I should eat	Just right for me	Too little for what I should eat

Comments:

II. Exercise

I presently do aerobic exercises

Never	Sometimes	Once a Week	Consistently several times a week

I think my physical stamina is

Not Good	Fair	Great

My exercises program should be

Started	Improved	Kept the same

Comments:

III. Sleep

In the mornings I feel

Exhausted	O.K.	Rested

By night I feel

Completely worn out				Tired but O.K.

I feel the amount of sleep I get is

Not enough				O.K.

Comments:

IV. Preventative Health Care

I keep my body

Who Cares	O.K.	Fairly Clean	Very Clean

While I'm sick I

Act like Usual				Stay home/ Medicine if needed

I try to

Do what I want to	Be fairly safe	Always follow safety rules

My shots are

Who Cares	About up to date	Up to Date

Comments:

PART TWO

In general, how do you feel about your physical health pattern?

Not Satisfied	Needs Improvement	Satisfied

Why?

What have you been communicating to yourself and others by keeping this health problem?

What goals of behavior did you gain by keeping this health pattern?

Choose one thing you would like to change or improve in your present health pattern. Be specific! We will discuss how to do this during the next sessions.

I would like to change or improve ____________________

____

WHY I LIKE BEING FAT

People notice you when you're fat. They get out of your way. They're afraid to pick fights with you in bars. Weight is strength. No one pushes me around. Fat is aggression. I attack the world with my excess weight. I keep it at a respectful distance.

Fat protects me. I am protected against cold, against hunger, and against people who might want to hurt me. Bumps and blows don't hurt fat people. The world is soft.

Fat is proof of love. If you get a woman and you're fat, you really got her. Fat is a sexual touchstone. Fat is love and lust and joy in the body. Fat insures you against rejection. If she doesn't want you, it isn't you, it's your fat. If she does want you, it isn't your fat, it's you.

Fat is soft and cozy, a cushion of my manliness. I am sweet and sensitive in my house of soft fat. I'm not hard or angular, angry or gruff, a knocker or pounder. I mold and form in gentleness. I am part woman in my fat. I give birth out of my fat. Fat is warmth in the north winds.

Fat shows I love momma. I eat her food all up, every bit. I ask for more. I am a good boy and do what my momma wants. My round face and soft tummy are gifts to my momma, who wants me to love her so much. I am a good fat little boy. I eat everything up.

Fat makes me two people. I am me and my company. I wrap myself up in me.

*Excerpt from "The Fat Poet" by Jeffrey M. Green, American Miscellany.

CHANGE!

Materials and Resources:

1. Each member's Personal Health Survey from last meeting
2. "What I Tell Myself" activity sheets for each member
3. "Let's Imagine Success" activity sheets for each member
4. "Counting Behavior" activity sheets for each member
5. Sample Contracts for each member
6. "Helping" activity sheets for each member

Directions:

1. Discuss how they felt about the surveys they completed during the past week. Encourage members to discuss (but do not force discussion) such questions as: what did they learn about themselves, was it hard to look at themselves so closely, did they like what they saw, etc.

2. Have members check that they completed the last item on the Personal Health Survey--one specific item they would like to change or add to their personal health care pattern.

3. Review through discussion what logical and illogical self-talk is. *Leader should be thoroughly familiar with Psychological Education, Seminar II, Group Meetings 6 and 7. Review the A-B-C theory and have members brainstorm some examples of logical and illogical self-talk. Distribute the activity sheets and "What I Tell Myself." Apply the A-B-C formula to how they have felt in the past about that one thing they want to change or add to their health care pattern. Also apply the A-B-C formula to what they might tell themselves while going through their change process.

4. Remind the students that another resource of help for change is imagery. Review what imagery means and how it helps to have a "picture of success" well established in their minds. Lead the students through a guided imagery exercise (choose from one of those in Psychological Education). Discuss with the students the common characteristics of constructive guided imagery (i.e., usually short, contains detail, contains movement, focuses on a successful outcome for a

situation, etc.). Distribute the activity sheets "Let's Imagine Success." Have the students write a short guided imagery experience centered around what change they want to make in their own health care pattern. Set a time limit and explain to the student that if they are not finished, they may finish the story as homework and bring it to you when they are done. Collect those papers that are finished. They will be used in more detail at the next meeting.

5. Discuss the third means of helping to change behavior--Behavior Contracts. Review the steps involved in behavior contracting (i.e., deciding on a specific behavior to be changed, counting that behavior, deciding on a replacement behavior, deciding on a desired reward, choosing a person to contract with, etc.). Explain the two types of "Counting Behavior" sheets--one for stopping a behavior and one for adding a behavior.

6. Divide the students into groups of two (or three if necessary). Distribute the appropriate "Counting Behavior" sheets to the students. Explain that this week they will be getting to know their contract-partner and what he/she is working on. They will also be completing their behavior count sheet. Then next week they will fill out a contract with each other and decide upon the reward to be used. Give each group a sample contract to look at.

7. Allow the groups free time to discuss among themselves the "Counting Behavior" sheets and the contracts. Interrupt their discussion after a short while and ask them to complete together the handout ("Helping") and have it finished before the end of the meeting.

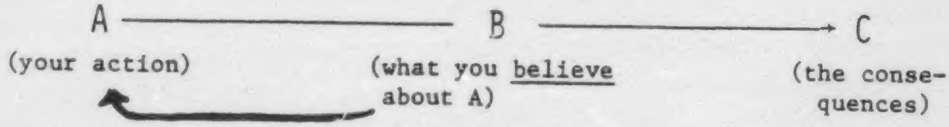
Adaptations:

This is a full meeting. For slower students or those without a firm foundation in Psychological Education, Seminar III, you may want to break this up into two separate meetings.

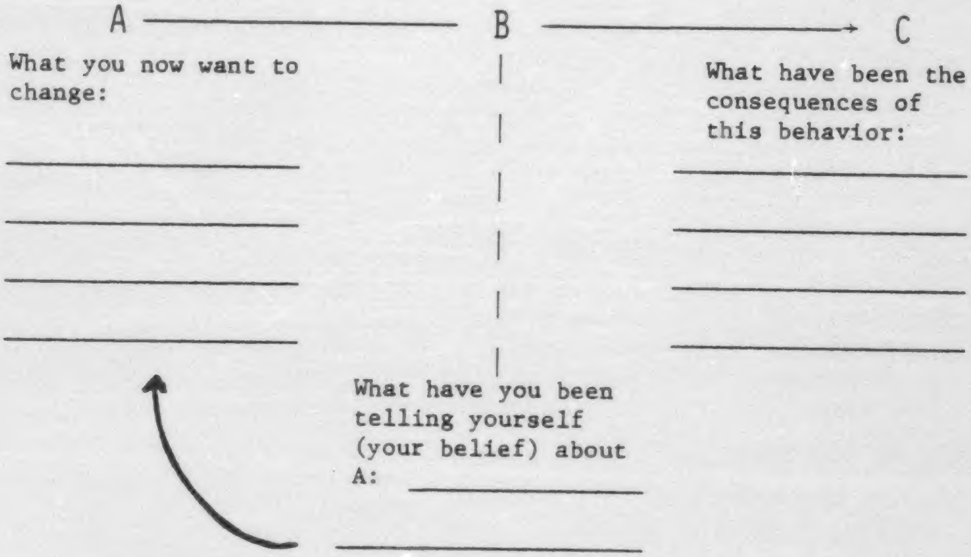
Evaluation:

Built in

WHAT I TELL MYSELF


A
B
C
(your action)
(what you believe about A)
(the consequences)

Look at what you now want to change in your health care pattern. In the past have you been talking logically or illogically to yourself?



What you now want to change:

____

____

____

____

What have been the consequences of this behavior:

____

____

____

____

What have you been telling yourself (your belief) about A: __________________

____

____

____

____

Now let's look at some things you might try to tell yourself while you are trying to change.

Situation: You are doing a behavior contract with a friend. You are trying to change but you fall back into your old bad habits. What will you tell yourself?

Remember: It takes around 30 days to break an old habit and replace it with a new one. Expect to make some mistakes and to learn from them. KEEP ON TRYING!

LET'S IMAGINE SUCCESS

The behavior you would like to change:

Write a short guided imagery story which pictures you succeeding in changing the above behavior. Write it in such a way that someone could read it to you and you could do the "imagining."

COUNTING BEHAVIOR

Stopping a Behavior

Specific behavior you would like to stop:

Directions: Keep this sheet near you all this week. Whenever you do the above behavior, write down all the information below. At the end of the week, see if you have any pattern to your behavior.

Day	Time (am or pm)	Where were you (Be specific)	What else where you doing at the time

Day	Time (am or pm)	Where were you (Be specific)	What else where you doing at the time

(If there are not enough spaces, continue on the back or on another sheet of paper.)

1. Is there a pattern to your behavior? ______________________
   If yes, what is it?

2. What kind of replacement behaviors can you think of to take the place of this habit?

3. Ideas for contract rewards:

COUNTING BEHAVIOR

Adding a Behavior

Specific behavior you would like to add:

Directions: Keep this sheet near you all week. Write down a detailed schedule of what you do everyday. At the end of the week, carefully look at your overall schedule and mark those places where you could add the above behavior. It is easier to add a behavior if you can keep the time the same everyday during the week.

MONDAY

6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00
(noon)______________________
1:00 ______________________
2:00 ______________________
3:00 ______________________
4:00 ______________________
5:00 ______________________
6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00 ______________________
(midnight)

TUESDAY

6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00
(noon)______________________
1:00 ______________________
2:00 ______________________
3:00 ______________________
4:00 ______________________
5:00 ______________________
6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00 ______________________
(midnight)

WEDNESDAY

6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00 (noon) ______________________
1:00 ______________________
2:00 ______________________
3:00 ______________________
4:00 ______________________
5:00 ______________________
6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00 (midnight) ______________________

THURSDAY

6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00 (noon) ______________________
1:00 ______________________
2:00 ______________________
3:00 ______________________
4:00 ______________________
5:00 ______________________
6:00 ______________________
7:00 ______________________
8:00 ______________________
9:00 ______________________
10:00 ______________________
11:00 ______________________
12:00 (midnight) ______________________

FRIDAY

6:00 ____________________
7:00 ____________________
8:00 ____________________
9:00 ____________________
10:00 ____________________
11:00 ____________________
12:00 (noon) ____________________
1:00 ____________________
2:00 ____________________
3:00 ____________________
4:00 ____________________
5:00 ____________________
6:00 ____________________
7:00 ____________________
8:00 ____________________
9:00 ____________________
10:00 ____________________
11:00 ____________________
12:00 (midnight) ____________________

SATURDAY

6:00 ____________________
7:00 ____________________
8:00 ____________________
9:00 ____________________
10:00 ____________________
11:00 ____________________
12:00 (noon) ____________________
1:00 ____________________
2:00 ____________________
3:00 ____________________
4:00 ____________________
5:00 ____________________
6:00 ____________________
7:00 ____________________
8:00 ____________________
9:00 ____________________
10:00 ____________________
11:00 ____________________
12:00 (midnight) ____________________

SUNDAY

6:00 ______________________

7:00 ______________________

8:00 ______________________

9:00 ______________________

10:00 ______________________

11:00 ______________________

12:00
(noon)______________________

1:00 ______________________

2:00 ______________________

3:00 ______________________

4:00 ______________________

5:00 ______________________

6:00 ______________________

7:00 ______________________

8:00 ______________________

9:00 ______________________

10:00 ______________________

11:00 ______________________

12:00 ______________________
(midnight)

1. Where could you add this new behavior?

2. Can you keep it at the same time everyday?

3. What activity are you going to do less of so you can add this behavior?

4. Ideas for contract rewards:

SAMPLE CONTRACT

CONTRACT

TASK	REWARD
Who: ______	Who: ______
What: ______	What: ______
When: ______	When: ______
How Well: ______	How Much: ______
______	______
______	______

Sign Here: ______ Date: ______

Sign Here: ______ Date: ______

Review Date ______

TASK RECORD

HELPING

Taking part in a contract means that you also agree to help your partner. Work together with your partner and put down ideas for the following questions.

1. What are some communications skills you can use to help your partner feel better about him/herself?

   ______________________ ______________________

   ____

2. What are some things you can do during the week to help your partner keep trying to change that behavior in the contract?

   ______________________ ______________________

   ____

3. What is one thing you could say when your partner quits trying to fulfill the contract? (Do not use "put downs.")

   ____

   ____

   ____.

GETTING TO WORK

Materials and Resources:

1. Poster/charts from previous sessions to put on the walls
2. Each member's "Let's Imagine Success" story from the previous meeting
3. Each member's "Counting Behavior" sheet
4. Contracts for each student
5. "Countdown" activity sheets - one for each group of contracting partners

*The leader should have thoroughly reviewed Psychological Education, Seminars I, II, and III.

Directions:

1. Review in general the behavior count sheets and discuss how members felt about them during the week.
2. Emphasize that besides learning how to change their own behavior, they will also learn how to better help their partner succeed.
3. Focus the discussion into the following areas:
   - How to help others by sharing knowledge with them (i.e., brainstorm different places where they could find more knowledge and information about physical health care, brainstorm methods for conveying that knowledge to someone--discuss how it would vary for different age groups, etc.).
   - When it is appropriate to share knowledge with others (i.e., you just don't walk up to an obese stranger and say "Hi, I read about this article on overweight and. . . .")
   - How to show acceptance of the person they want to help
   - How to support and encourage the person they want to help.

CONTRACT

TASK

Who: ______________________

What: ______________________

When: ______________________

How Well: ______________________

____

____

REWARD

Who: ______________________

What: ______________________

When: ______________________

How Much: ______________________

____

____

Review Date ______________________

Sign Here: ______________________ Date: __________

Sign Here: ______________________ Date: __________

TASK RECORD

4. Next, brainstorm ways they are limited in their ability to help others. Be sure students are aware of such examples as the following:

   - They can't have control over another's home life or class (parents, teachers, etc. may not support the changes trying to be made)
   - They have to realize that they are not professional helpers--their lack of experience and college education may make it harder to help someone (if they ever feel someone's problem is serious, then come talk to the counselor, group leader, etc.)
   - Another limitation involves the amount of time they or others are willing (or able) to give the helping situation (change takes time and some persons and helpers cannot or will not give that much time).

5. Have the students get into their contracting groups. They should bring with them their "Counting Behavior" sheets, their "Let's Imagine Success" story (return if you collected them during the last meeting), and a pencil or pen.

6. Distribute the "Countdown" sheets - one for each contracting group. Indicate that the instructions for what they are to do together are on that sheet. They are to complete the sheet and return it to you when they are finished. Distribute two copies of the contract to each person.

*When the students return the "Countdown" sheet and a copy of their contract to you, emphasize that if they encounter any serious problems in dealing with the other person or in fulfilling their contract, they should come discuss it with you.

7. Remind students to bring their handouts, surveys, etc. to the next meeting.

COUNTDOWN!

Directions: Work together and carefully do what each number says. If you need to write notes, make them short and just put the main idea.

10 Talk together about why you want to change your behavior. How will this help you physically? Write your notes here.

Name: ________ Name: ________ Name: ________

________ ________ ________

9 Talk together about what persons, things, situations might cause problems in keeping your contract. Don't let these be just excuses, though! Write your notes here:

Name: ________ Name: ________ Name: ________

________ ________ ________

8 What kind of self-talk will you give yourself while you are learning this new behavior? Talk about it together, then write your notes here:

Name: ____________________

Name: ____________________

7 Decide how you can encourage each other to keep trying. Write examples here: ________ ________

________ ________ ________ ________

6 Decide together what rewards you will use if the contract is a success. Be reasonable and considerate of each other. When you agree, write the rewards in on your contracts.

5 Read the imagery stories to each other. Example: Y reads X's story while X relaxes with eyes closed and imagines. Check off when you have had your story read to you:

Name: ______ ☐ Name: ______ ☐ Name: ______ ☐

4 Decide together upon a time when you will meet or phone each other to review progress. Write your plans here: ____________________

3 Complete the rest of your contracts. Read them over carefully before signing. Now is the time to discuss any concerns.

2 Sign your contracts.

1 Make a copy of your contracts to give to the group leader.

BLAST OFF! Go to work and have fun!

*Turn this sheet and the copy of your contracts into your group leader before you leave.

REVIEW

Materials and Resources:

1. Posters/Charts from previous meetings to put on the walls
2. Members' notebooks of handouts and surveys
3. Extra copies of handouts for those members who have lost or forgotten theirs
4. A decorated or covered can (i.e., the one used during activities for Psychological Education)
5. Role-playing situations to draw from the can
6. Blank contracts for each student (duplicate the same contracts used for the previous meeting)

Directions:

1. Indicate to the students that they will discuss their contracts later on in the meeting. However, now they are going to review some of the things they have learned. After the review they will have a chance to be in a role-playing game.
2. Allow students a short time to look over their handouts and surveys again.
3. Introduce the roleplaying game:
   - they will draw a slip of paper (role-playing situation) from the can
   - if they do not like the one they picked, they may put it back and draw again--this can only happen once
   - they may choose other members of the group to help them; they should direct the others on what to do (Leader will want to limit the preparation time)
   - they should read the situation to the whole group
   - the roleplay should last no longer than 2 minutes
   - after the roleplay other group members may comment: they must first say one thing they liked about the roleplay and then if they desire they can say one thing they disagreed with (or some other constructive comment)

   *Leaders may want to limit this to two persons. Discuss what they felt they had learned from the handouts and surveys.

4. After the game, divide the students into their contracting groups. Put the following directions on the board or a poster.

   TALK TOGETHER ABOUT:

   1. how you felt about the contract
   2. what seemed to be your biggest problems
   3. what did you like about the contract
   4. how you encouraged each other

   DECIDE IF YOU WANT TO KEEP THE CONTRACT THE SAME OR IF IT NEEDS CHANGES.

   WRITE ANOTHER CONTRACT FOR THIS WEEK.

   1. Talk about how you plan to handle problems that come up
   2. Plan a review time
   3. Give a copy of your new contract to the group leader

Distribute two copies of blank contracts to each member. The Leader should circulate among the groups, keeping them "on task" and listening for any potential problems.

ROLE-PLAYING GAME--SITUATION CARDS

*Cut on the lines, fold, and put in the decorated can. Blank cards have been provided so you can include your own ideas.

# of Players: 3--the teacher, the classmate, and you--the sleepy student

Situation: You do not allow yourself enough sleep at night. You usually stay up watching TV. Show how you act and feel in class in the afternoons. (No sleep means less resistance to disease--don't forget to sniffle with a cold.)

# of Players: 3--the friend, the student who doesn't get enough exercise, and you--the inner voice of the non-exercising student

Situation: A student is sitting on the sidelines watching other kids jog or walk around the track. A friend comes up and urges him/her to join them even if just for walking. Student on the sidelines seems embarrassed and says "no." You are that student's inner voice. Tell what the student is saying to him/herself. (The student is not sick or disabled.)

# of Players: 3--an overweight student, the mean teaser, and you--the inner voice of the overweight student.

Situation: The overweight student is sitting on the step eating from a bag of cookies. The "Mean Tease" comes by and calls him/her Fatty. The overweight student is quiet, but upset. (He/she eats the whole bag of cookies.) You are the inner voice. Tell what you are saying inside that student.

# of Players: 2--a thin, sickly looking student who is always skipping meals and you--the inner voice of that student.

Situation: Student is on the phone to a friend saying that he/she would meet him on the ways to school. Student indicates he/she will skip breakfast and grab some potato chips along the way. You are this student's inner voice. Tell what kind of illogical self-talk you are saying.

# of Players: 2--a student who has not had all his shots and you--a friend

Situation: The two friends are watching TV and have just seen a commercial about being immunized. The student boasts that no one's going to make him/her get shots and that shots are only for babies. Tell the student why he/she should get the shots. Tell the group what goal is being sought and what that person thinks about him/herself.

# of Players: 3--a student who has no regard for safety, a motorist, you--a friend playing ball with the student

Situation: You and the student are playing ball and the ball rolls into the street. Student runs out in street to get ball without checking traffic. A motorist stops suddenly, almost hitting student. Student brings ball back laughing at the angry motorist. Tell the student how this makes you feel. Tell the group what goal student might be seeking.

# of Players: 2--a student who loves sweets and who frequently skips brushing his/her teeth and you--his/her tooth

Situation: Student has skipped brushing his/her teeth again and now is munching on a candy bar. You are one of his/her teeth. Tell the student about his/her wrong beliefs and how you (the tooth) feel about it.

# of Players: 3--the doctor giving shots, a student getting a DPT shot and you--that student's inner voice

Situation: Student is overdue for a DPT shot. He/she goes to the doctor to get the shot. You are the inner voice. Tell how the student feels and what he/she believes about him/herself.

# of Players: 2--a student who is in really good physical condition and tries to take care of his/her baby, and you--the student's inner voice

Situation: Student is walking laps around the track. You are the inner voice. Tell what kind of beliefs and logical self-talk are you telling him/her.

# of Players: 3--a 18-month old baby who loves to open cabinet doors, a student (the baby's brother or sister), and you--a friend visiting their home

Situation: Baby is playing on the floor in the kitchen. You and the student have been using a household cleaner for a special project. Both of you return to the kitchen and the student makes a special point to put the cleaner up on a shelf out of baby's reach. Tell your friend how this makes you feel and what you think is important to him/her.

# of Players: 3--A dog, student who is careful to have clean hands before preparing food and you--student's friend spending the night. Situation: Student is in charge of fixing dinner. Both of you have been playing ball with the dog. When student comes in to fix dinner, he/she makes a point to thoroughly clean his/her hands before preparing the food. Say something positive to student about how this makes you feel and what is important to him/her.	# of Players: 2--student who is trying to change eating habits and you--a friend. Situation: Student is in cafeteria and you come sit beside him/her. You notice that there are different foods--a balanced meal--and smaller portions on his/her plate. Say something encouraging to your friend about the change process, feelings and beliefs, etc.
# of Players: Situation:	# of Players: Situation:
# of Players: Situation:	# of Players: Situation:

*Note to Leader--You might make the game more memorable by having props, neck signs ("Inner Self," etc.), costumes, and so on available.

EVALUATION OF PHYSICAL SELF

Materials and Resources:

1. Students' contracts from the previous meeting
2. Seminar Evaluation Forms for each student
3. Self-Evaluation Forms for each student

Directions:

1. Allow students to meet in their contracting groups to review their contracts. Place the following questions on the chalk board or on poster paper and ask the students to answer them on the back of their contract.
    1. Was your contract successful?
    2. What did you like best about the contract experience?
    3. Was there anything you did not like about the contract experience? What?
    4. What did you learn about yourself?

    Collect the contracts. They will be returned to the students at the next meeting.
2. Have the members come back together into one group. Distribute the Seminar Evaluation Forms. Have the members fill these out individually. When all are finished, allow the students to discuss how they felt about this seminar, its activities, what they learned about themselves, etc. Do not force students to share unless they want to.
3. After the discussion, distribute the Self-Evaluation Form. Ask students to complete the form. After they are finished, they should give both evaluation forms to you. The Self-Evaluation Form will be returned to them at the next meeting.

Adaptations:

Students with reading problems may need to have the leader read the form items.

Evaluation:

Self-Evaluation Forms
Seminar Evaluation Forms

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content

Not Very Well	O.K.	Very Well
|————	+————	|

2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned

Not Very Much	Some	A Lot
|————	+————	|

5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about physical health with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

SELF-EVALUATION FORM

Name: ________________________________ Date ______________

Directions: You are going to rate what you do and how you act with other people. Use the rating scale below. Write your rating number for each item on the blank to the right of the item.

Rating Scale

Always	Often	Sometimes	Now and Then	Never
5	4	3	2	1

---

1. I eat a nutritious diet and can tell how it affects all of me. _____
2. I exercise regularly and can tell how it affects all of me. _____
3. I get the right amount of sleep and can tell how it affects all of me. _____
4. I use preventative health care to keep my body safe and well and I can tell how it affects all of me. _____
5. I can tell about the goals of behavior I seek by keeping my present physical health. _____
6. I can tell what I am communicating to myself and others through my present physical health. _____
7. I can decide whether or not I want to keep this present health care pattern. _____
8. I can use logical self-talk as a way of changing to or enhancing my healthy physical self. _____
9. I can use imagery as a way of changing to or enhancing my healthy physical self. _____
10. I can contract my behavior as a way of changing to or enhancing my healthy physical self. _____
11. I can communicate knowledge in a positive way to people I am helping in the area of physical health. _____

12. I can communicate acceptance and support in a positive way to people I am helping in the area of physical health. _____

13. I know that I cannot control another person's environment (home, school, etc.) and this can limit my ability to help. _____

14. I know that I do not have a lot of helping experience and education and this can limit my ability to help. _____

15. I know that I cannot always control my time commitment and others' time commitments and this can limit my ability to help. _____

16. I know that I can teach about logical self-talk, imagery, and contracting as ways of helping people to change their physical health pattern. _____

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PERSONAL EDUCATION

SEMINAR: A HEALTHY PHYSICAL SELF

A. Individuals will develop skills in creating and maintaining a healthy physical self.

1. Individuals will demonstrate skills in developing healthy physical selves and relate those skills to their entire being.

Meeting #1:
Taking Care of Me

a. Individuals are able to maintain a nutritious diet and specify how it affects their entire being.
b. Individuals are able to maintain an inclusive exercise program and specify how it affects their entire being.
c. Individuals are able to maintain an adequate sleep routine and specify how it affects their entire being.
d. Individuals are able to demonstrate preventative health care measures and specify how it affects their entire being.

2. Individuals will demonstrate recognition of what they gain and communicate through physical health.

Meeting #2:
Looking At Myself

a. Individuals are able to specify the goals of behavior they seek through maintaining their present physical health.
b. Individuals are able to determine if they desire to continue maintaining their present physical health to achieve the goals of behavior.
c. Individuals are able to specify what they are communicating to self and others through their present phsyical health.
d. Individuals are able to determine if they desire to continue maintaining their present physical health and the communication associated with it.

3. Individuals will demonstrate patterns for changing to and/or enhancing a healthy physical self.

Meeting #3:
Change!

a. Individuals are able to use logical self-talk as a means of changing to and/or enhancing a healthy physical self.

   b. Individuals are able to use imagery as a means of changing to and/or enhancing a healthy physical self.
   c. Individuals are able to observe and contract their behavior as a means of changing to and/or enhancing a healthy physical self.

Meeting #3:
Change! (contd.)

B. Individuals will develop skill in helping others to create and maintain healthy physical selves.

1. Individuals will demonstrate appropriate communication skills while helping others to create and maintain healthy physical selves.

   a. Individuals are able to communicate knowledge to those persons they wish to help to create and maintain healthy physical selves.
   b. Individuals are able to communicate acceptance of and support for those persons they wish to help to create and maintain healthy physical selves.

2. Individuals will demonstrate recognition of the limitations and use of the possibilities they have in helping others to create and maintain healthy selves.

   a. Individuals are able to demonstrate recognition of their inability to control another person's environment and how this can limit their progress in helping others.
   b. Individuals are able to demonstrate recognition of their lack of helping experience and extensive education and how this could limit their progress in helping others.
   c. Individuals are able to demonstrate recognition of their and others' lack of time commitment and how this could limit their progress in helping others.
   d. Individuals are able to teach the use of logical self-talk as a means of helping others create and maintain healthy physical selves.
   e. Individuals are able to teach the use of imagery as a means of helping others create and maintain healthy physical selves.
   f. Individuals are able to observe and contract behavior as a means of helping others create and maintain healthy physical selves.

Meeting #4:
Getting To Work

Meeting #5:
Review

(Review of all previous goals, competencies and indicators.)

Meeting #6:
Evaluation

(Review of all previous goals, competencies and indicators.)

REFERENCES

SEMINAR: A HEALTHY PHYSICAL SELF

Airola, P. Are You Confused? Phoenix: Health Plus, 1971.

Airola, P. How To Get Well. Phoenix: Health Plus, 1977.

Eden, A. N. Growing Up Thin. New York: David McKay, 1975.

Gerrard, D. One Bowl. New York: Bookworks/Random House, 1973.

Leonard, J. N., Hofer, J. L., and Piritkin, N. Live Longer Now. New York: Grosset and Dunlap, 1974.

Reuben, D. The Save Your Life Diet. New York: Random House, 1975.

Stuart, R. B. and Davis, B. Slim Chance In a Fat World. Champaign, Ill.: Research Press, 1972.

Williams, R. J. Nutrition Against Disease. New York: Bantam, 1973.

PHYSICAL FITNESS

Anderson, B. Stretching. P. O. Box 2734, Fullerton, CA 92633

Cooper, C. H. The New Aerobics. New York: Bantam, 1970.

Exercises For Runners. Mountain View, Calif.: World Publications, 1973.

Morehouse, L. and Gross, L. Total Fitness. New York: Simon and Schuster, 1975.

SAFETY AND FIRST AID

Green, M. I. A Sigh Of Relief. New York: Bantam Books, 1977.

Seminar
A Healthy Emotional Self

●

Seven Group Meeting Plans
Overview Framework
References

Written by

Margaret S. Gunderson
University of Missouri-Columbia

Consultant

Earl J. Moore
University of Missouri-Columbia

Human Systems Consultants, Columbia, Missouri,
has granted permission to use the
Middle School Seminar Model and materials.

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources:

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions:

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting.

This seminar for *A Healthy Emotional Self* includes such content as helping students learn about how to incorporate positive emotional health skills in their lives; how those skills affect their entire being; what they gain and communicate through emotional health; methods of changing to or enhancing a healthy emotional self; and ways of helping others in the area of emotional health.

Adaptations:

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations:

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

FEELINGS

Materials and Resources:

1. pictures or posters for the wall showing persons demonstrating pleasurable feelings and persons demonstrating painful feelings
2. "It Feels Good" activity sheets
3. "It Feels Bad" activity sheets
4. "Feeling Words" handout
5. "Feelings and Health" activity sheets
6. informative handouts
7. chalkboard and chalk (or poster paper and markers)
8. "Stress Survey" handouts

*Continue to encourage each group member to bring their notebook or folder in which they can keep informative handouts, activity sheets, or assignment papers.

Directions:

1. Introduce this seminar by discussing what emotions are and how everyone experiences emotions. Explore the meaning of emotional health and together come up with a comprehensive definition for the group. Give out the "Feeling Words" handout and quickly look over the descriptions together.
2. Distribute "It Feels Good" activity sheets to each group member. Allow them time to complete and then discuss the results.
3. Distribute "It Feels Bad" activity sheets to each group member. Allow them time to complete and then discuss the results.
4. Explore how feelings affect all other aspects of their lives. Have students through discussion compare and contrast their physical health, the way they get along with others, their ability to think and learn, and their self-confidence when they are experiencing pleasurable feelings and when they are experiencing painful feelings.
5. Distribute the "Feelings and Health" activity sheets and allow the group members time to complete them and then discuss the results. You may want to do the first one together or allow the students to work together in groups of two.

6. Give each group member a copy of the handout "The Psychological Process of Illness." Introduce the article to them by reviewing some of its major points. Emphasize that this process does not *cause* illness, but rather *permits* illness to develop. Ask the group members to read the entire article before the next meeting.

7. Discuss what tension and stress mean. Indicate that there can be different degrees of tension and stress: anything from feeling generally "uptight" to being petrified with fear. Discuss that all people--from babies to adults--experience stress and tension. One very important key to emotional health, however, is how we handle stress and tension. Brainstorm different types of stress and tension that occur in peoples' lives. (Try to get ideas that cover different age ranges and not just for the middle school years.) Next brainstorm different ways people cope, handle, or alleviate their stress and tension.

8. Discuss in further detail the following two ways of handling stress: focusing on the present and controlling emotions. Focusing on the present allows the person to look at only what is happening right then and to deal with that--rather than projecting to the future and escalating their feelings or dwelling on the past and carrying over emotions from a past situation. Focusing on the present also helps the individual to better see what is good about the "here and now" as well as what is stressful; it encourages more open-mindedness rather than a negative mind set.

   Controlling emotions does not mean holding painful emotions inside until they burst out in some detrimental way (illness, anti-social behavior, etc.). Controlling emotions does mean finding an appropriate method for relieving stress that will not hurt self or others. Let group members discuss ways they have seen people appropriately control their emotions (i.e., running, exercising or hard physical labor, relaxation exercises, reading, crying, etc.).

9. Introduce the stress survey handouts. Ask the students to complete these during the week and bring them back to the next meeting. They will not have to share the results unless they want to. Request that when they see that they are feeling tension, they focus on what is happening to their bodies (i.e., do they get a stomach ache?, do they feel "stiffer"?, do they clench their fists?, do they press their teeth together?, etc.). Indicate that different kinds of feelings (anger, fear, sadness, etc.) may have different reactions.

Adaptations:

Read handouts and activity sheets to students experiencing reading difficulties. If you desire to expand this into two sessions, have students make two collages--one representing painful feelings and the other for pleasurable feelings.

Evaluation:

Built in
Stress Survey

It Feels Good

1. List five feelings that you enjoy:

______________________ ______________________

______________________ ______________________

____

2. List five situations when you experience these enjoyable feelings:

____

____

____

____

____

3. I feel ____________ when I see ______________________.

4. I feel ____________ when I smell ______________________.

5. I feel ____________ when I hear ______________________.

6. I feel ____________ when I taste ______________________.

7. I feel ____________ when I touch ______________________.

It Feels Bad

1. List five feelings that you do not enjoy:

2. List five situations when you experience these kinds of feelings:

3. I feel ____________ when I see ______________________________.

4. I feel ____________ when I smell ____________________________.

5. I feel ____________ when I hear _____________________________.

6. I feel ____________ when I taste ____________________________.

7. I feel ____________ when I touch ____________________________.

FEELING WORDS

happy
disgusted
powerful
glad
seething
broken
relaxed
dejected
nervous
bored
safe
hopeless
insecure
mixed-up
shaky
stingy
clumsy
restless
helpful
frantic
embarrassed
bold
sympathetic
calm
considerate
proud
overjoyed
encouraged
meek
mean
lost
hopeful
bad
excited
annoyed
lucky
relaxed
durable
smart
cold
content
panicky
troubled
incapable
shy

disappointed
sorry
guilty
lonely
energetic
scared
sure
worried
silly
curious
cheerful
sorrowful
uneasy
foggy
flabby
alive
melancholy
shocked
grouchy
foolish
penniless
brave
selfish
funky
healthy
zonked-out
enraged
ecstatic
uncomfortable
soft-hearted
cool
blue
suspicious
resentful
stranded
stupid
aware
ungenerous
strung-out
bewildered
angry
overwelmed
fidgety
mellow
timid

distressed
super
mad
furious
afraid
great
frozen
gay
crazy
stubborn
up
depressed
unsure
bothered
hurt
alert
somber
shivery
crabby
sneaky
fed-up
sensitive
materialistic
low
dependable
zapped
agitated
dismal
empathetic
slouch
sad
lost
strong
tired
capable
upset
secure
unhappy
dumb
hot
satisfied
threatened
disorganized
helpless
unusual

potent
ashamed
frightened
confused
sleepy
frustrated
sick
uptight
weak
gloomy
good
fearful
tapped
undecided
warm
friendly
heavy-hearted
doubtful
woeful
stuck
speechless
tender
generous
high
troubled
awake
dismayed
apprehensive
terrific
forceful
popular
patient
okay
irritated
dizzy
ridiculous
delicate
dull
pulled-apart
lazy
elated
put-out
coy
hostile
chicken-hearted

FEELINGS AND HEALTH

Our emotions affect all the other areas of our lives. If our feelings get out of control, it can also disturb physical health, our ability to get along with others, the way we think and learn, our self-confidence, and our ability to feel a special part of this world.

Below are some situations that could involve strong feelings. Identify the feelings and then describe how those feelings might affect that person in other ways.

1. It is Friday and Jesse has to give a report in English class. He got a D on his last test, so he needs a good grade on this report. It really bothers him, though, when all those classmates stare at him.

   Jesse's Feeling ______________________________

   How could this feeling affect other areas? ______________

   ____

   ____

2. Sarah is in bed, ready to fall asleep. Soon she begins to hear angry talking downstairs. Her parents are fighting again. Soon the yelling gets louder.

   Sarah's Feeling ______________________________

   How could this feeling affect other areas? ______________

   ____

   ____

3. Bob is waiting in line to get his lunch. Suddenly, Ed and Lonny shove him aside and push their way in front of him.

   Bob's Feeling ______________________________

   How could this feeling affect other areas? ______________

   ____

   ____

4. Carrie and her grandmother are special friends. Carrie's grandmother seems to understand her concerns and her hopes. But now her grandmother is very sick in the hospital and Carrie cannot visit her.

Carrie's Feeling ____

How could this feeling affect other areas? ________________

____

____

5. Lynn, Jay and Cindy are talking after school about their plans for the weekend. Lynn finds out that Jay and Cindy have been invited to a party, but she has not received an invitation. Jay and Cindy begin to talk about the fun they will have.

Lynn's Feeling ____

How could this feeling affect other areas? ________________

____

____

6. Al is walking home from school. Around the corner are some classmates. They begin to follow, teasing him about his weight and calling him names.

Al's Feeling ____

How could this feeling affect other areas? ________________

____

____

7. Joel is babysitting with a neighbor's little boy. The child is asleep in his room and all the doors are locked. However, Joel hears noises at the back door.

Joel's Feeling ____

How could this feeling affect other areas? ________________

____

____

THE PSYCHOLOGICAL PROCESS OF ILLNESS

The following is taken from The Mind and Cancer, "Personality, Stress, and Cancer," by

This was written for adults by doctors who could see that emotional health seemed to make a difference in *permitting* patients to get cancer. This pattern of emotional problems may not be true for every adult cancer patient, but doctors are finding it to be an unconscious process that occurs fairly often.

> From experience and from the research of others, we can identify five steps of a psychological process that frequently precedes the onset of cancer.
>
> 1. *Experiences in childhood result in decisions to be a certain kind of person.* Most of us remember a time in childhood when our parents did something we didn't like and we made an internal pledge: "When I grow up I'm never going to be like that." Or a time when some contemporary or adult did something that we regarded highly and we made an internal pledge to behave in a similar way whenever we could.
>
>   Many of these childhood decisions are positive and have an overall beneficial effect on our lives. Many of them, on the other hand, do not. For example, children can set rules for themselves that they must always be good, pleasing, and cheerful, no matter what their real feelings are. The decision that the only way to be loved or receive approval in the family is to be a certain kind of all-loving person may last a lifetime, even when it makes life a terrible strain. Or some children make an early decision that they are responsible for the feelings of other people, and whenever other people are unhappy or sad around them, it's their responsibility to help them feel better. Possibly such decisions are the best ones children can make at the time they are made, because the decisions let them get through difficult situations. However, in adult life these decisions are probably no longer appropriate.
>
>   Sometimes the decisions made in childhood limit a person's resources for coping with stresses. By adulthood, most of these childhood decisions are no longer conscious. The same ways of acting have been repeated so many times that awareness of our

ever having made a choice is lost. But unless these choices are changed, they become the rules of the game of our life. Every need to be met, every problem to be solved must be handled within these limited choices made in early childhood. When the history of our choices is made conscious, new decisions can be made.

2. *The individual is rocked by a cluster of stressful life events.* Frequently, clusters of stresses occur within a short period of time. The critical stresses we have identified are those that threaten the way a person sees himself. These may include the death of a loved one, retirement, the loss of a significant role.

3. *These stresses create a problem with which the individual does not know how to deal.* It is not just the stresses that create the problem, but the inability to cope with the stresses given the "rules" about the way he or she has to act and the roles decided upon in early life. For example, when the man who is unable to permit himself close relationships, and therefore finds meaning primarily in his work, is forced to retire, he cannot cope.

4. *The individual sees no way of changing the rules about how he or she must act and so feels trapped and helpless to resolve the problem.* Because the unconscious decisions of the "right way" to be form a significant part of their identity, these people may not see that change is possible or may even feel that to change is to lose their identity. Most of our patients acknowledge that there was a time prior to the onset of their illness when they felt helpless, unable to solve or control problems in their lives, and found themselves "giving up." Life happened to them; they did not control it. They were acted upon rather than actors.

5. *The individual puts distance between himself or herself and the problem, becoming static, unchanging, rigid.* Once there is no hope, then the individual is just "running in place," never expecting to go anywhere. Internally life seems to hold no further meaning, except in maintaining what others see on the outside. Serious illness or death represents a solution, an exit, or a postponement of the problem.

Although many of our patients remember this thought sequence, others are not consciously aware of it. Most, however, will recall having had feelings of helplessness or hopelessness some months prior to the onset of the disease. This process does not *cause* cancer, rather it *permits* cancer to develop.

> It is this giving up on life that plays a role in interfering with the immune system and may, through changes in hormonal balance, lead to an increase in the production of abnormal cells. Physically, it creates a climate that is right for the development of cancer.
>
> Each of us *chooses*--although not always at a conscious level--how we are going to react. The intensity of the stress is determined by the meaning we assign to it and the rules we have established for how we will cope with stress.

Since emotional health can contribute to illness, it can also contribute to health. The following are some ways you could encourage a healthy emotional self. Can you think of others?

1. Let the roles and rules you set for yourself in life be reasonable and flexible.
2. Learn how to cope with stress (leisure activities, relaxation exercises, etc.).
3. Keep informed about the normal processes people go through when under stress (i.e., grief, divorce, moving, etc.).
4. Go to someone trained as a helper if you do not know how to cope with or control your feelings.
5. Focus on the present--do not dwell on the past or live for the future; enjoy and deal with today.
6. Focus on pleasurable feelings as much as possible: smile, laugh, enjoy life.
7. Others you have thought of: ____________________________________

   ____

   ____

STRESS SURVEY

This survey has two parts. The first part looks at how you feel in different settings and the second part examines how your body reacts to stress. Follow the directions carefully.

PART I:

Things can happen at home, school, or other places that cause you to have different feelings. List below each setting those things that happen which make you feel tense or relaxed.

Things That Make Me Feel Tense-Anxious-Upset:		Things That Make Me Feel Relaxed-Peaceful-Happy:
	AT SCHOOL	
______________________		______________________
______________________		______________________
______________________		______________________
	AT HOME	
______________________		______________________
______________________		______________________
______________________		______________________
	IN THE NEIGHBORHOOD	
______________________		______________________
______________________		______________________
______________________		______________________
	OTHER PLACES (list where)	
______________________		______________________
______________________		______________________
______________________		______________________

PART II:

Your body uses different ways to tell you that you are tense or anxious. Check the sentences that tell about you.

When I Am Upset:

1. My muscles feel tense or tight in my:
    - face ____
    - neck ____
    - shoulders ____
    - chest ____
    - stomach ____
    - hands ____
    - other (________) ____
2. I can feel or hear my heart beating. ____
3. I perspire a lot. ____
4. I bite my nails. ____
5. My body sometimes shakes:
    - hands ____
    - legs ____
    - other (________) ____
6. I grind or clench my teeth together. ____
7. My stomach hurts or feels sick. ____
8. I hold onto things really tight. ____
9. I move a certain part of my body over and over again. ____
10. I have trouble talking or saying my words correctly. ____
11. It is sometimes hard to breathe easily. ____

Fill in the blanks with your own words.

1. My muscles feel ____.
2. My face usually looks ___________________________________.
3. My stomach feels ______________________________________.
4. I am able to do things __________________________________.
5. I am usually doing these things: __________________________

____.

A CLOSER LOOK

Materials and Resources:

1. Pictures or posters for the wall showing persons experiencing different types of feelings
2. Charts for the wall showing the Four Goals of Misbehavior and the Four Goals of Positive Behavior (used in Psychological Education and in Personal Education)
3. Stress Survey sheets from the previous meeting
4. "A Closer Look" homework sheets

Directions:

1. Discuss with the group members how they felt about the Stress Survey and what they learned about themselves. (Do not force students to reveal more than they are comfortable with.)
2. Have the group focus their attention on "Goals of Behavior" wall charts. Review the goals, placing special emphasis on the beliefs related to those goals.
3. Brainstorm feelings that could correspond to those beliefs and how those feelings might be demonstrated to others.
4. Discuss that personality is often viewed as the characteristic way a person repeatedly responds to various situations (in actions, words, etc.). That person communicates his/her basic feelings and beliefs over and over again by responding in a particular pattern.
5. Brainstorm words that are often used to describe personality traits (e.g., optimistic, pessimistic, apathetic, critical, energetic, happy, grumpy, etc.). Next, match possible beliefs, feelings, and goals to the different personality traits.
6. Introduce "A Closer Look" homework sheets. Have the students read the directions carefully and answer any questions they might have. Emphasize that they are not to communicate in any way who they are writing about. Brainstorm reasons why they would not want to disclose who they are writing about.
7. After the students have put away their homework assignments, have them position their chairs so they have adequate space all around each chair (or if there is a large space available, have them lie on the floor on mats or blankets).

Discuss that consciously relaxing during stressful times can help to enhance emotional health. Conscious relaxation, however, requires an awareness of what physical tension feels like. Introduce the following relaxation exercise as one way of learning how our bodies respond to tension.

8. Each muscle group to be tensed and then released is to be introduced by making such statements as: "Close your eyes. . . . Try to make your eyebrows touch your hair. . . . Let go and feel your eyes relax." A 5-second tensing of any muscle should be followed by 15 seconds releasing of the muscle. The sequence for relaxing the groups of muscles is:

    1. Head
        a. Try to make your eybrows touch your hair.
        b. Squeeze your eyes shut.
        c. Wrinkle up your nose.
        d. Press your lips together.
        e. Press your tongue against the roof of your mouth.

    2. Shoulders and back
        a. Lift your shoulders and try to touch your arms.
        b. Bring your shoulders back as far as they will go.

    3. Hands and Arms
        a. Make your fists as tight as you can.
        b. Show me your arm muscles.

    4. Stomach
        a. Make your stomach as hard as you can, pull it way in.

    5. Upper legs
        a. Lift your legs and feet off the floor.
        b. Press your knees together.

    6. Lower legs and feet
        a. Press your ankles together.
        b. Press your feet together against the floor.

    During the 15 seconds of releasing the tension in the muscles, give instructions to focus on the feelings of relaxation. For example, "Now pay attention to how loose and limp your arm muscles are becoming and at the same time how comfortable you feel."

    Have students stretch to refresh themselves. Ask them to tell what the experience was like for them. Share feelings. Discuss how learning relaxation techniques can be helpful outside the group.

9. Instruct all group members to wear comfortable slacks, jeans, or shorts (no dresses) to the next meeting.

Adaptations:

If the group leader desires to extend this activity into two or more sessions, the following resources for communicating feelings could prove helpful.

The TAD kit, Unit 7 - Communication of Feelings through Posture has many activities that can be used. Lesson 66 has six illustrations to show how feelings are communicated by posturing. Lessons 67 through 70 are on this same subject. Unit 8 (lessons 71 to 74) focuses on the communication of feelings through gestures. Unit 9 (Lessons 75 to 83) deals with facial expressions and feelings. Several group meetings could be held on this subject, if desired.

Another source of pictures as examples of body language, facial expressions, etc. is from TA for TOTs.

p. 64	relaxed	p. 152	angry
p. 102	upset or worried	p. 180	frightened
p. 104	angry	p. 182	frightened
p. 113	angry	p. 185	frightened

Evaluation:

Built into activ[illegible] discussion. Homework assignment.

A CLOSER LOOK

Directions:

Choose two people you know. Do not indicate to them or anyone else who you have chosen. Describe these persons by answering the following questions carefully.

Person #1:

1. What are some personality traits (repeated emotional behavior) of this person? ______________________________

   ____

2. How does this person communicate these personality traits and related feelings? Be sure to include both verbal and nonverbal examples. ______________________________

   ____

3. What do you think this person believes about his/her own worth and importance? ______________________________

   ____

4. What goal of behavior do you think this person seeks most often? ______________________________

Person #2:

1. What are some personality traits (repeated emotional behavior) of this person? ______________________________

   ____

2. How does this person communicate these personality traits and related feelings? Be sure to include both verbal and nonverbal examples. ______________________________

   ____

3. What do you think this person believes about his/her own worth and importance? ______________________________

   ____

4. What goal of behavior do you think this person seeks most often? ______________________________

   ____

* *

Now look closely at yourself. Answer the same questions as they apply to you.

1. What are some of your personality traits? ____________________

   ____

2. How do you communicate those personality traits and related feelings? Be sure to include both verbal and nonverbal examples. ______________________________

   ____

3. What do you believe about your own worth and importance? (Self-examination is often very hard to do--think about this carefully.) ______________________________

   ____

4. What goal of behavior do you seem to seek most often?

   ____

5. Do you wish to continue with the same kind of emotional behavior pattern? ______________________________

* * *

During the next several meetings we will be learning ways to change or enjoy more of our emotional behavior patterns.

RELAXATION

Materials and Resources:

1. Posters or pictures displayed around the room which depict various stages of tension and relaxation
2. Homework assignments from the previous meeting (optional)
3. Leader's Relaxation Training Script
4. Comfortable chairs for sitting or blankets or mats to lie on if there is enough space available

*An excellent resource for leaders is Relaxation, A Comprehensive Manual for Adults, Children and Children with Special Needs by J. R. Cautela and J. Groden, Research Press Company, 1978.

Directions:

1. Allow group members to discuss what they learned or how they felt about the homework assignment "A Closer Look." Students may wish to refer directly to their assignment sheets. For some, however, this may be too threatening, so do not push them to reveal their analysis of themselves. Ask such questions as what was hardest about this assignment, what was easiest, etc.
2. Next discuss how they felt about the relaxation exercise done at the previous meeting. Ask if they practiced relaxing anytime during the week. Indicate that they will be doing three different types of relaxation exercises during this meeting: (1) Breathing and Sense Centering, (2) Movement Exercises, and (3) Relaxation with Guided Imagery.
3. Position the students with adequate space in which to move.
4. Introduce Breathing and Sense Centering. Guide the students by instructing them as follows.

Breathing and Sense Centering

Basic breath (sitting or lying)--Place one hand on your chest and one hand on your stomach feeling the movement of breath. Try breathing only into the stomach, then into the chest, feeling each rise and fall. Watch the changes in breathing and relax. Breathe through the nose.

Sounding breath (sitting or lying)--Breathe deeply into your stomach and out through your mouth, making any kind of soft sound that seems natural. Listen to it, letting it fill the room and your head.

Belly 8's (sitting)--Place one hand on your stomach. Breathe in slowly, silently counting to eight. Hold your breath for up to eight counts and let it out slowly to the count of eight.

Ear-ring (sitting or lying)--Pay attention to your ears, their shape, make-up, muscles and temperature. Concentrate and listen to all sounds you can hear. Become aware of the number of sounds. Become aware of the different types of sounds. Slowly focus on the sounds inside of your head, letting them fill it peacefully.

5. Discuss the different sounds heard during Ear-ring. Allow time for discussing how the students felt during these exercises.

6. Introduce the following Movement Exercises. Indicate to the members that Grounding will also include some guided imagery.

Movement Exercises

Knee to head (lying on back)--Gently lift both knees toward your chest. Pull them up easily. Rock back and forth gently.

Grounding (standing)--Make large circles with your body, keeping your feet still. Gradually make the circles smaller. Stop. Imagine roots of a tree growing from your feet, going deep and strong into the ground. Feel yourself tied to the ground. Slowly raise your arms overhead and imagine the sap rising from the roots filling your whole body. Slowly lower your arms, imagining the sap returning to your roots. Repeat and rest.

7. Discuss how the members felt during this set of exercises. Which movements did they prefer? Why?

8. The next exercise you will introduce to the students involves deep relaxation. In order that they not encounter disorientation, certain precautions should be taken:

- Changing positions should be done slowly and when the individual is ready.

- After deep relaxation exercises, the facilitator should "direct" the return of feeling to the body. This can be achieved by directing the child to shake slightly the wrists or ankles or touch various body parts.

- Stretching is also important in reorientation. This can be combined effectively with the breathing. ("Take a deep breath while stretching your arms overhead. Relax your arms by your sides while exhaling. Repeat.")

During moments of deep relaxation, various suggestions should be made to the students. The facilitator should continually emphasize that relaxation can be applied outside the group. Also, it's helpful to direct awareness through such phrases as "feel where your body touches the floor" and "observe the change in your breathing rate." This enhances the experience of the exercise and reinforces what can be learned.

9. Introduce the Relaxation with Guided Imagery Exercise. Refer to the leader's copy of "Leader's Relaxation Training Script."

10. Allow the students to discuss how they felt about this exercise and how it might be helpful in their lives.

11. Remind students to wear comfortable clothes--no dresses--for the next group meeting.

Adaptations:

For younger or slower students, you may want to divide this session into two parts and take the relaxation exercises at a slower pace. For older students, you may desire to change the analogies in the Leader's Training Script.

Evaluation:

Built in.

APPLYING WHAT YOU LEARN

Materials and Resources:

1. posters or pictures displayed around the room which depict various stages of tension and relaxation
2. blankets or mats for students to lie on during the relaxation exercises
3. Leader's Relaxation Training Script from Group Meeting #3 (Relaxation)
4. "Relaxation" handouts—one copy for each student
5. "Applying What You Learn" homework activity

Directions:

1. Begin this session by asking the group members if they tried any of the relaxation exercises on their own during the week. Discuss their feelings and reactions. If not very many used relaxation techniques during the week, brainstorm times when using such exercises could be helpful.

2. Have the students lie on the mats or blankets and take them through the same relaxation exercise they experienced during the previous session (see Leader's Relaxation Training Script: Group Meeting #3). Be sure to keep the pace steady and reorientate the students at the close of the exercise.

3. Allow students to discuss how they felt about the exercise and how they could use relaxation techniques in the classroom.

   NOTE: Although students will agree that they want to learn how to relax, they do not want to practice their newly acquired skills under the watchful eyes of their classmates. Fortunately, several muscle groups can be relaxed without much gross motor activity, and practice can go unnoticed. It pleases some students to do these exercises in class without anyone noticing them.

4. Ask students to lie down again. This time they will experience some relaxation exercises using guided imagery through visualizing scenes. Guide the students by saying something similar to the passage on the following page:

Talking to your body. (lying)--Start at your toes, or wherever you feel tight, and tell your body to slowly and gently relax. Feel it become more relaxed as you talk to it.

Imagery. (Note to facilitator: After deep relaxation, guided imagery may be used. It is beneficial to begin with highly structured scenes which evoke relaxation.) (lying)--Close your eyes and imagine yourself on a beach on a hot summer day. The yellow sun is really hot and your body feels warm after the swim you just had in the ocean. The grains of sand brush against your toes. (Note to facilitator: Continue this image and be as explicit as possible by using the five senses to help the child create a vivid mental picture.)

(lying)--Imagine walking through a forest and coming to a clearing. A person is waiting with a gift that will help you relax and will by yours forever. Slowly approach the person and see what the gift is.

NOTE TO LEADER: Remember to direct the return of feeling to the body and awareness of where the students are.

5. After the students have stretched and refreshed themselves, ask them to tell what this experience was like for them.
6. Distribute the "Relaxation" handout. Explain that this is a procedure that they can follow at home as a way of getting away from tension for a few minutes. Right before going to sleep is also an excellent time to practice this type of exercise.
7. If you have time, allow students to group into pairs and take turns leading each other through the exercise. Explain before starting how you wish them to change #11 and #12 on the handout in order to adapt to the group situation.
8. Distribute the homework activity "Applying What You Learn." Allow them to read over the assignment and answer any questions they may have. They are to bring the assignment with them for the next group meeting.
9. Remind students to continue wearing comfortable clothes--no dresses--to the next meeting.

Adaptations:

Other guided imagery scripts can be found in the TAD kit. Lessons #38, #39 and #40 help students practice the use of daydreams as a relaxation technique.

Evaluation:

Built into discussions
Homework assignment

RELAXATION

1. Select a comfortable place to lie down. Remove shoes, loosen belt or tight clothing. Stretch out on your back, arms resting by your sides, feet slightly apart, eyes gently closed.

2. Think to yourself, "I am now going to relax completely. When I awaken I will feel fully refreshed."

3. Think about your feet, wiggle your toes, flex your ankles. Then "let go"--let go of all the tension, and let your feet rest limp and heavy.

4. Think of the lower part of your legs, your knees and thighs, up to your hips. Imagine them just sinking into the floor, heavy and relaxed.

5. Now think of your hands. Wiggle your fingers and flex your wrists, then let go, relax.

6. Think of your lower arm, elbow, and upper arm, all the way up to your shoulders. Picture all the tension just melting away.

7. Think about your abdomen. Let the tension go, and allow your breathing to flow more smoothly and deeply.

8. Think about your stomach and chest, up to your throat and neck. As you continue breathing more deeply, just imagine all the tension flowing out and you are relaxing more and more.

9. Now think about your throat, neck, and head, feeling limp and relaxed. Relax your facial muscles. Drop the jaw, parting the lips and teeth. Picture yourself completely relaxed.

10. If you are aware of any remaining tension anywhere in the body, go to the area mentally and relax the tension.

11. Continue to remain in this completely relaxed state for five to ten minutes. You may picture pleasant thoughts, or simply blank your mind and enter a stage of light sleep.

    *NOTE: At this point you may add visualization or fantasy.

12. When you are ready to awaken, say to yourself, "I have been deeply relaxed. I am now ready to wake up, feeling completely refreshed and relaxed.

13. Begin to wake up by flexing the ankles, wiggling the toes. Then wiggle the fingers, and gently shake your wrists.

14. Bend the right knee, and then the left knee. Bend the right arm, then the left arm.

15. Open your eyes. Stretch each arm over your head. Then slowly sit up, stand up, and stretch again. You are ready to continue your activities.

REFERENCE:

STRESS AND THE ART OF BIOFEEDBACK, Barbara B. Brown
NINETY DAYS TO BETTER HEALTH, C. Norman Shealy

APPLYING WHAT YOU LEARN

Directions:

Write your answers to the questions in the blanks provided. Bring your completed assignment to the next group meeting.

1. What are two situations that have caused you to feel stress and tension during this past week? ____________________

   ____

2. What are two situations that have helped you feel relaxed during this past week? ______________________________

   ____

3. Have you used at home, school, or other places any of the relaxation methods learned in our group? ______________

WHERE?	WHEN?	RESULTS?
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

4. Choose one of the situations you described in #1. What were your physical reactions to this stress and tension?

   ____

   ____

   How did you respond to this stressful situation? ________

   ____

* * * *

Sometimes we can change the way we emotionally respond in a situation by "practicing in our mind," before the situation actually happens, step by step how we would like to respond.

What is a situation that really makes you feel angry? __________

____

____

Now write a short guided imagery story that takes you through that situation step by step and you are able to respond in a more relaxed and controlled way. Be sure to also pay close attention to the kind of self-talk you allow yourself during that imaginary situation.

LISTEN TO YOURSELF

Materials and Resources:

1. Posters or pictures displayed around the room which depict various stages of tension and relaxation
2. Posters or pictures displayed around the room which depict persons thinking to themselves
3. Mats or blankets for students to lie on during relaxation exercises
4. Relaxation: Leader's Script
5. Homework assignments from the previous meeting--"Applying What You Learn"
6. "Logical Self-Talk for Controlling Anger" handouts
7. "Listen to Yourself" activity sheets
8. Chalk and chalkboard or poster paper and markers

Directions:

1. Begin this session with a relaxation exercise. Use the leader's copy of "Relaxation: Leader's Script." After the exercise is over, have the students return to their seats.
2. Begin discussing the homework assignment from the last meeting. Encourage members to talk about what they learned from the assignment, what they liked, and what they didn't like. Channel the conversation into a discussion of the importance of logical self-talk in establishing a more relaxed emotional pattern.
3. Create with the members a hypothetical situation that would probably cause anger in most students. Outline the major details of the situation on the chalkboard or poster paper. Next create two hypothetical students--one who cannot control anger and one who knows how to use logical self-talk to help control anger. Brainstorm the different kinds of statements those hypothetical students might make to themselves before the confrontation, during the confrontation, and after the conflict is over.

Note to Leader: Using a little creativity could make this part of the activity more interesting. For example, you could draw and cut out two figures and write the self-talk comments on those figures, or the students could role-play the hypothetical situations, or. . . .

4. Distribute the "Logical Self-Talk for Controlling Anger" handouts. Go over it with the students and allow them to discuss how they feel about these kinds of statements. Emphasize that the purpose of what they are doing is to learn how to express and deal with anger in acceptable ways--not to suppress or push anger down inside of them, only to have it explode later.

5. Brainstorm ways this kind of self-talk could apply to other stressful emotions.

6. Pair the students into groups of two. Hand each group a copy of the "Listen to Yourself" activity sheet. After the students have had enough time to finish filling out their sheets, have them read their responses to the other members.

7. Encourage the students to use logical self-talk, relaxation, and practice-imagery at home, school, or wherever else they might feel stress.

Adaptations:

If the meeting is taking too long, the "Listen to Yourself" activity sheet could become a homework assignment.

Evaluation:

Built in.

RELAXATION: LEADER'S SCRIPT

1. Select a comfortable place to lie down. Remove shoes, loosen belt or tight clothing. Stretch out on your back, arms resting by your sides, feet slightly apart, eyes gently closed.

2. Think to yourself, "I am now going to relax completely. When I awaken I will feel fully refreshed."

3. Think about your feet, wiggle your toes, flex your ankles. Then "let go"--let go of all the tension, and let your feet rest limp and heavy.

4. Think of the lower part of your legs, your knees and thighs, up to your hips. Imagine them just sinking into the floor, heavy and relaxed.

5. Now think of your hands. Wiggle your fingers and flex your wrists, then let go, relax.

6. Think of your lower arm, elbow, and upper arm, all the way up to your shoulders. Picture all the tension just melting away.

7. Think about your abdomen. Let the tension go, and allow your breathing to flow more smoothly and deeply.

8. Think about your stomach and chest, up to your throat and neck. As you continue breathing more deeply, just imagine all the tension flowing out and you are relaxing more and more.

9. Now think about your throat, neck, and head, feeling limp and relaxed. Relax your facial muscles. Drop the jaw, parting the lips and teeth. Picture yourself completely relaxed.

10. If you are aware of any remaining tension anywhere in the body, go to the area mentally and relax the tension.

11. Continue to lie in this completely relaxed state and imagine you are lying on your back on soft green grass . . . you are so comfortable as you look up through the branches and leaves of a shade tree at the deep blue sky . . . you can see soft white puffy clouds floating by . . . a small breeze rustles the leaves and the spring air smells so good. . . .

12. Now say to yourself: "I have been deeply relaxed. I am now ready to wake up, feeling completely refreshed and relaxed.

13. Begin to wake up by flexing the ankles, wiggling the toes. Then wiggle the fingers, and gently shake your wrists.

14. Bend the right knee, and then the left knee. Bend the right arm, then the left arm.

15. Open your eyes. Stetch each arm over your head. Then slowly sit up, stand up, and stretch again. You are ready to continue your activities.

REFERENCE:

Stress and the Art of Biofeedback, Barbara B. Brown
Ninety Days to Better Health, C. Norman Shealy

LOGICAL SELF-TALK FOR CONTROLLING ANGER

1. Preparing for confrontation

This is going to upset me, but I know how to deal with it.
What is it that I have to do?
I can work out a plan to handle this.
I can manage the situation. I know how to regulate my anger.
If I find myself getting upset, I'll know what to do.
There won't be any need for an argument.
Try not to take this too seriously.
This could be a testy situation, but I believe in myself.
Time for a few deep breaths of relaxation. Feel comfortable, relaxed, and at ease.
Easy does it. Remember to keep your sense of humor.

2. Confrontation

Stay calm. Just continue to relax.
As long as I keep my cool, I'm in control.
Just roll with the punches; don't get bent out of shape.
Think of what you want to get out of this.
You don't need to prove yourself.
There is no point in getting mad.
Don't make more out of this than you have to.
I'm not going to let him get to me.
Look for the positives. Don't assume the worst or jump to conclusions.
It's really a shame that he has to act like this.
For someone to be that irritable, he must be awfully unhappy.
If I start to get mad, I'll just be banging my head against the wall. So I might as well just relax.
There is no need to doubt myself. What he says doesn't matter.
I'm on top of this situation and it's under control.

3. Coping with growing anger during confrontation

My muscles are starting to feel tight. Time to relax and slow things down.
Getting upset won't help.
It's just not worth it to get so angry.
I'll let him make a fool of himself.
I have a right to be annoyed, but let's keep the lid on.
Time to take a deep breath.
Let's take the issue point by point.
My anger is a signal of what I need to do. Time to instruct myself.
I'm not going to get pushed around, but I'm not going haywire either.
Try to reason it out. Treat each other with respect.
Let's try a cooperative approach. Maybe we are both right.
Negatives lead to more negatives. Work constructively.
He'd probably like me to get really angry. Well I'm going to disappoint him.
I can't expect people to act the way I want them to.
Take it easy, don't get pushy.

4. Reflecting on the confrontation

a. when it was unresolved

Forget about the aggravation. Thinking about it only makes you upset.
These are difficult situations, and they take time to straighten out.
Try to shake it off. Don't let it interfere with your job.
I'll get better at this as I get more practice.
Remember relaxation. It's a lot better than anger.
Can you laugh about it? It's probably not so serious.
Don't take it personally.
Take a deep breath.

b. When it was resolved or coping was successful

I handled that one pretty well. It worked!
That wasn't as hard as I thought.
It could have been a lot worse.
I could have gotten more upset than it was worth.
I actually got through that without getting angry.
My pride can sure get me into trouble, but when I don't take things too seriously, I'm better off.
I guess I've been getting upset for too long when it wasn't even necessary.
I'm doing better at this all the time.

*Taken from "Self-Statements Rehearsed in Stress Inoculation Training for Controlling Anger," Novaco, 1975.

LISTEN TO YOURSELF

You are playing a board-game with another student. It's your turn, but suddenly the other student insists you have already taken your turn and that it is his/her move. The other student is angry and calls you a "cheater." You know that you have not taken your turn yet.

1. What kinds of things are you telling yourself when you are told you've already taken your turn?

   When the other student gets angry at you?

   When the other student calls you a "cheater" and you feel yourself getting angrier?

2. What do you decide to do in this situation?

3. What do you tell yourself when the situation is over?

YOU AS A HELPER

Materials and Resources:

1. a copy of the Role Play Situation sheet for each student
2. chalkboard and chalk or poster paper and markers
3. local phone books and phone books for surrounding towns (particularly if you are located in a sparsely populated community)
4. Leader's copy of Letter to Helping Resources
5. a copy of the Resources for Help

Directions:

1. Begin this session by asking students how they feel--if they are showing any bodily tension or stress.
2. Allow students a few minutes of personal relaxation time to use relaxation exercises and imagery in order to unwind. When the time you allotted is over, bring the students back to reality slowly, in a way similar to that used in previous group meetings.
3. Ask the students how they feel now and if they like having a few minutes to "let down." Discuss where and when they could find time to relax during school hours if they wanted to.
4. Discuss why it is important to keep a relaxed attitude in their relationships with others. Channel the discussion into how relaxation can help them when they are trying to help others.
5. Distribute the Role Play Situation Sheet to each student. Then divide the members into groups of two. Give the members enough time to act out the role play situation in their groups and then reverse roles and act it out again. Process the experience with the students and list on the chalkboard those relaxation and acceptance techniques they identified.
6. Again in their small groups, have them brainstorm ways they could help others to create and maintain healthy emotional selves, ways they could share their knowledge about emotional health, etc. Have them differentiate how they would share their knowledge with a large group (e.g., a class in school), a small group, persons on a one-to-one basis, students that are their peers, students that are in elementary school, etc. Allow the students to share their ideas with the whole group. List these on the board or on poster paper.

7. Now that students have examined ways they can share their knowledge, have them examine closely times when they could be limited in their ability to help others in the area of emotional health. Be sure they include such examples as their lack of helping experience and extensive education in this area (e.g., in cases of emotional illness) and their lack of time committment while they are involved with school and other activities. Discuss the ways they know when they are not able to help someone who comes to them with a problem. List these indicators on the board.

8. Discuss what students can do when they are faced with a problem they cannot help with--either in themselves or in others. Be sure they include the idea of referral as a means of indirectly helping themselves or others. Distribute copies of the activity sheet Resources for Help to the students. This activity can be done both in the meeting by groups of two or three and as a homework assignment. Students should list on their activity sheets different resources available in their community or surrounding area and they should contact these resources if possible and determine the specific types of problems they usually help with. Each group of students should be responsible for one area of helping resources.

9. You will want to prepare ahead of time a "master list" of possible helping resources available in and around your community. Before students begin contacting various helping individuals and agencies, you may want to mail out a preparatory letter similar to the one at the end of this activity.

10. Brainstorm with the students ideas of types of helping resources they may want to explore of places where they might find additional ideas. Then role play how they might approach and what they could say to these helping resources during their interview. Indicate to students that they should bring their finished assignments to the next meeting.

11. Remind students to wear comfortable clothing to the next meeting as they will be doing a relaxation exercise.

Adaptations:

If time is short, you may want to give the students copies of activity page Resources for Help that you have already completely or partially filled out. Then the group can discuss these resources and roleplay ways to refer others (or themselves).

Evaluation:

Built in

ROLE PLAY SITUATION

Role play the following situation with your partner. Be sure each of you has a chance to play the different characters. When you are finished, discuss the different relaxation and acceptance techniques you used as Student #1.

Characters: Student #1--a member of this group who has learned about emotional health during the Personal Education Seminars

Student #2--a friend of Student #1 who is under a lot of stress at home

Situation:

Student #1 is at the locker changing books and getting ready to go to lunch. Student #2 is walking by on the way to lunch. Student #2 asks Student #1 if they can eat together at lunch. The two students go off to lunch together. Student #2 begins sharing how upset he/she is feeling because of the way his/her parents are acting at home. All through the lunch line, lunch, and going to class Student #2 complains and vents his/her frustration about the stress at home. Student #1 tries to listen and communicate well and to share some of the ideas he/she learned in the Personal Education Seminars, but everything that is shared is put down or an excuse is made by Student #2. Student #1 becomes very frustrated and begins to use relaxation and acceptance techniques that were taught in Seminar. This enables Student #1 to stay in control of the frustration and yet still communicate with Student #2. Before Students #1 and #2 separate to go to their separate classes, Student #1 suggests that Student #2 go to see the school counselor and offers to go with him/her if it would help.

SAMPLE LETTER TO HELPING RESOURCES

Current Date

Dear ______________________________,

Several of our students are participating in small group learning experiences at school. Presently, we are examining emotional health and ways to cope with stress and tension. As a project this week, the students are exploring the different resources available in and around our community for help with emotional/stress problems.

Sometime during the next several days you may be contacted by one or more students interested in the focus of your helping resource (e.g., what type of counseling or aid do you specialize in) and the types of problems you encounter most frequently. Even if you are not contacted by students, we are still interested in information concerning your organization/agency, its helping focus, etc. We will keep this information in a file for interested students, teachers, and other school personnel.

Your cooperation will be appreciated; if you have any questions, please call me.

Sincerely yours,

Group Leader

________________________ Middle School

Telephone Number __________________________

xx

RESOURCES FOR HELP

School Resources:

Resource	Room No./ Phone No.	Person You Spoke With	Type of Help Available	How You Felt About the Interview

Medical Resources:

Resource	Address/ Phone No.	Person You Spoke With	Type of Help Available	How You Felt About the Interview

Religious Resources:

Resource	Address/ Phone No.	Person You Spoke With	Type of Help Available	How You Felt About the Interview

Governmental Resources: (City, County, State, or Federal)

Resource	Address/ Phone No.	Person You Spoke With	Type of Help Available	How You Felt About the Interview

Privately Owned Resources:

Resource	Address/ Phone No.	Person You Spoke With	Type of Help Available	How You Felt About the Interview

REVIEW OF SEMINAR

Materials and Resources:

1. Homework assignment Resources for Help
2. Chalkboard and chalk or poster paper and markers
3. A copy of Seminar Survey for each student
4. A copy of Evaluation of a Healthy Emotional Self for each student
5. Mats or blankets to lie on the floor, if space is available, for relaxation exercise

Directions:

1. Discuss with the students the results of their homework *Resources for Help*. Go through each section, writing on the board (or poster paper) those resources students were impressed with. Then each student can fill in the blank sections on his/her own activity sheet. This will allow them to have an overview of the type of resources available in and around their community.

   > You may also want to copy the information gained by the students, information as the result of the letters you sent out, pamphlets, etc. and create a *Resources for Help* file that can be available for use by students, teachers, and other school personnel. This file should be updated regularly.

2. Indicate to the students that this is the last meeting of Seminar II: A Healthy Emotional Self. Distribute the copies of the Seminar II Survey and the Rating Scale. Explain to the students that these are meant to help them clarify what they have learned, how they have changed or desire to change, and how the Seminar itself can be improved. Ask them to do this individually without conferring with each other. If they desire, they may review their notes, handouts, etc. Allow enough time for the students to complete the forms. Be sure to provide with something or indicate to students what they can do while waiting on others to finish.

3. Collect the Surveys and Rating Scales when the students are finished. Then verbally process how they have felt about this Seminar. Brainstorm together ways they have applied, could continue applying, or could begin to apply what they have learned in their everyday lives.

4. Pair the students into groups of two for the last structured relaxation exercise of the Seminar. Students will take each other through a relaxation exercise of their own choosing. They may use something previously done or make up their own; they may use a tensing/relaxing technique, or imagery, or both. Allow them a short amount of time to decide what they want to do and then have them take turns leading each other through their choices. *Remind students to bring each other back to reality slowly as had been done in previous meetings.* When all are finished, process how they feel now compared to how they felt when the meeting first began.

Adaptations:

Students could help transfer their information regarding Resources for Help onto file cards to be used in a special file of resources to be kept at the school.

Evaluation:

Built into discussion
Seminar Survey
Evaluation of Healthy Emotional Self

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content

Not Very Well	O.K.	Very Well

2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned

Not Very Much	Some	A Lot

5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

- If you marked YES, give an example of how you applied your learning and if it helped.
- If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about emotional health with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

EVALUATION OF A HEALTHY EMOTIONAL SELF

Name____ Date____________

Directions: Read each item below. Make an X on the YES blank if you can do what it says. Make an X on the NO blank if you cannot do what it says.

		YES	NO
1.	I know when I have good feelings and I can tell how those feelings affect all of me.	___	___
2.	I know when I have negative feelings and I can tell how those feelings affect all of me.	___	___
3.	I can focus on the present as a way of helping to keep a healthy emotional self.	___	___
4.	I can control my emotions as a way of helping to keep a healthy emotional self.	___	___
5.	I can tell about the goals of behavior I seek by keeping my present pattern of emotional health.	___	___
6.	I have decided whether or not I want to keep my present pattern of emotional health to achieve those goals of behavior.	___	___
7.	I can tell about what I am communicating to self and others through my present pattern of emotional health.	___	___
8.	I have decided whether or not I want to continue my present pattern of emotional health and the communications it involves.	___	___
9.	I can do tensing/relaxing exercises.	___	___
10.	I can do imagery/relaxation exercises.	___	___
11.	I can use relaxation exercises at home, at school, in the neighborhood, etc.	___	___
12.	I can tell if situations are going to make me feel stressed or relaxed.	___	___

	YES	NO
13. I can tell about my feelings, my physical reactions, and how I think I will act during stressful situations.	___	___
14. I can use imagery to help relieve stress.	___	___
15. I can use logical self-talk to relieve stress.	___	___
16. I can use relaxation, imagery, and logical self-talk to help my ability to communicate acceptance to someone I am trying to help.	___	___
17. I can share my knowledge with someone who is needing help in the area of emotional health.	___	___
18. I can communicate acceptance and show support for someone who is needing help in the area of emotional health.	___	___
19. I know that my lack of helping experience and extensive education limits my ability to help others in the area of emotional health.	___	___
20. I know that the possible lack of time commitment on my part and the part of others limits my ability to help in the area of emotional health.	___	___

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PERSONAL EDUCATION

SEMINAR: A HEALTHY EMOTIONAL SELF

A. Individuals will develop skills in creating and maintaining a healthy emotional self.

1. Individuals will demonstrate that they can recognize what constitutes a healthy emotional self and how it affects their entire being.

Meeting #1:
Feelings

   a. Individuals are able to acknowledge those situations when pleasurable feelings occur and specify how they affect their entire being.
   b. Individuals are able to acknowledge those situations when painful feelings occur and specify how they affect their entire being.
   c. Individuals are able to focus on the present as a means of contributing toward a healthy emotional self.
   d. Individuals are able to specify those situations when they are able to control their emotions as a means of contributing toward a healthy emotional self.

Meeting #2:
A Closer Look

2. Individuals will demonstrate recognition of what they gain and communicate through emotional health.

   a. Individuals are able to specify the goals of behavior they seek through maintaining their present patterns of emotional health.
   b. Individuals are able to determine if they desire to continue maintaining their present patterns of emotional health in order to achieve those goals of behavior.
   c. Individuals are able to specify what they are communicating to self and others through their present patterns of emotional health.
   d. Individuals are able to determine if they desire to continue maintaining their present patterns of emotional health and the communications associated with it.

3. Individuals will demonstrate the processes for changing to and/or enhancing a healthy emotional self.

   a. Individuals are able to participate in tensing/relaxing exercises.

Meeting #3: Relaxation	b. Individuals are able to participate in imagery/relaxation exercises.
Meeting #4: Applying What You Learn	c. Individuals are able to successfully use relaxation training at home, at school, in the neighborhood, etc. d. Individuals are able to anticipate whether situations will cause them to feel stressful or relaxed. e. Individuals are able to specify their own feelings, physical reactions, and anticipated behaviors during stressful situations. f. Individuals are able to use imagery to help relieve stress.
Meeting #5: Listen to Yourself	g. Individuals are able to use logical self-talk to help relieve stress.

B. Individuals will develop skill in helping others to create and maintain healthy emotional selves.

1. Individuals will demonstrate appropriate communication skills while helping others to create and maintain healthy emotional selves.

    a. Individuals will use relaxation techniques, imagery, and logical self-talk to enhance their ability to communicate acceptance to those persons they wish to help to create and maintain healthy emotional selves.
    b. Individuals are able to communicate knowledge to those persons they wish to help to create and maintain healthy emotional selves.
    c. Individuals are able to communicate acceptance of and support for those persons they wish to help to create and maintain healthy emotional selves.

Meeting #6:
You As a Helper

2. Individuals will demonstrate recognition of the limitations and use of the possibilities they have in helping others to create and maintain healthy emotional selves.

    a. Individuals are able to demonstrate recognition of their lack of helping experience and extensive education and how this could limit their ability or progress in helping others.

Meeting #6: You As a Helper (contd.)	b. Individuals are able to demonstrate recognition of their and others' lack of time commitment and how this could limit their progress in helping others.
Meeting #7: Review of Seminar	(Review of all previous goals, competencies, and indicators.)

REFERENCES

SEMINAR: A HEALTHY EMOTIONAL SELF

Benson, H. *The Relaxation Response*. New York: Morrow, 1975.

Bernstein, D. A. and Borkovec, T. C. *Progressive Relaxation Training: A Manual For the Helping Professions*. Champaign, Ill.: Research Press, 1973.

Cautela, J. R. and Groden, J. *Relaxation, A Comprehensive Manual For Adults, Children, and Children With Special Needs*. Champaign, Ill.: Research Press Company, 1978.

Dunbar, F. *Emotions and Bodily Changes*. Columbia University Press, 1953.

Geba, B. *Breathe Away Your Tension*. New York: Random House/Bookworks, 1973.

Jacobson, E. *You Must Relax*. New York: McGraw-Hill, 1962.

McQuade, W. and Aikman, A. *Stress*. New York: Dutton, 1974.

Pelletier, K. R. *Mind As Healer, Mind As Slayer*. New York: Delacorte, 1977.

Seminar
A Healthy Social Self

•

Six Group Meeting Plans
Overview Framework
References

Written by

Margaret S. Gunderson
University of Missouri-Columbia

Consultant
Earl J. Moore
University of Missouri-Columbia

Human Systems Consultants, Columbia, Missouri,
has granted permission to use the
Middle School Seminar Model and materials.

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting.

This seminar for *A Healthy Social Self* includes such content as helping students learn about how to incorporate positive social skills in their lives; how those skills affect their entire being; what they gain and communicate through their social interactions; methods of changing or enhancing their social skills; and ways of helping others in the area of enhancing appropriate social skills.

Adaptations

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

WE-CENTERED BEHAVIOR

Materials and Resources

1. Pictures to post on walls or bulletin board depicting various social interactions (example: Focus #1 kit, photoboards #'s 9, 22, 24, and 26)
2. Copies of Social Inventory activity sheets for each student
3. Chalkboard and chalk or poster paper and markers
4. Copies of 3 Different Ways to Act informative handout for each student
5. Leader's copy of Behavior Chart
6. Large behavior chart (from Leader's copy) on the board or poster paper
7. Leader's Summary: I - Messages

Directions

1. Discuss with the students what the word social means and the purposes of this seminar. One purpose might be to help the members understand their own behavior in a variety of situations--and to help them to behave in a way that makes them feel good about themselves and also lets the others involved feel O.K. The group might decide another purpose might be to learn new ways of acting with others, especially those people you have trouble with.

   Discuss the times members of the group are not comfortable with the way they act with others.

   Possible times:

   - when they feel too shy in a group
   - with someone who frequently picks fights and starts arguments
   - with someone who teases
   - when they have to make a report to a group or class
   - when they feel afraid to tell a parent or teacher what they want or need
   - with someone who gets angry but won't talk
   - when they feel angry and want to hit.

2. Distribute the Social Inventory activity sheets to the students. Indicate to the group members that the purpose of this questionnaire is to help them identify those social situations that cause them feelings of stress and those that they feel comfortable in. Allow the students time to complete the inventory individually.

3. Process this activity by asking the students what they learned about themselves. You may wish to begin by indicating to the students what you learned about yourself. Have the students write their names on their questionnaires, then collect papers. Stress to them that these will be confidential; you wish to keep them so that when they complete this same inventory again at the end of the seminar, they can have these copies back for comparison.

4. Indicate to the students that people respond to others in different ways. In this seminar the group will be looking at three different types of social behavior: WE-CENTERED, ONLY-ME, and ONLY-YOU. Write these terms on the board or poster paper. Distribute the informative handout "3 Different Ways to Act" to each student. Read through the handout with the students. Clarify any questions they may have concerning the different types of behavior.

5. Direct the students' attention to the large Behavior Chart you have prepared beforehand. Have students help you fill out the chart as a means of reinforcing the different styles of social behavior.

6. Indicate to the group that I-Messages can be a good way to express themselves in a WE-CENTERED way. Review I-Messages (Psychological Education, Communications Training). Stress the points presented in the Leader's Summary. Have the students practice this concept.

7. Write on the board or poster paper the homework assignment:

> Observe people outside the group and report to the group examples of each of the three behavior styles. Notice your own behavior--be ready to share times when you have acted in any of these ways.

Adaptations

Read through the Social Inventory activity sheet with younger or slower students. If you are able to add additional sessions, you might want to divide this into two meetings.

Evaluation

Social Inventory
Built into discussion

SOCIAL INVENTORY

Directions: Complete the following by writing a number in each blank. Use the following scale to indicate how comfortable you are with each item:

1. I feel very comfortable.
2. I feel moderately comfortable.
3. I am very uncomfortable with this.

We-Centered Behaviors

Speaking up and asking questions in class. ______

Commenting about being interrupted by a person directly to that person at the moment you're interrupted. ______

Saying what you believe to an older person--an adult who is in charge (mother, teacher, principal, etc.). ______

Attempting to offer solutions and telling more about them when there are members of the opposite sex present. ______

Your Body

Entering and leaving a room where boys are present. ______

Entering and leaving a room where girls are present. ______

Speaking in front of a group. ______

Maintaining eye contact, keeping your head upright, and leaning forward when in a personal conversation. ______

Affection

Expressing love or affection to parents, grandparents, or other close family members. ______

Expressing affection to a friend. ______

Expressing affection to a teacher, counselor, etc. ______

Asking for affection from family member. ______

Anger

Expressing anger directly and honestly when you feel angry. ______

Arguing with another person. ______

Humor

Telling a joke. ______

Listening to a friend tell a story about something embarrassing, but funny, that you have done. ______

Responding with humor to someone's putdown of you or of someone else. ______

Parents

Telling about a problem at school. ______

Telling about a problem in the family. ______

Telling about a problem between you and a parent to that parent. ______

Asking for information about the facts of life or sex. ______

Your Mind

Doing good work at school without acting bossy or impolite or better than others. ______

Asking for help if you need it at school or at home or in a store. ______

Apology

Being expected to apologize for something and not apologizing since you feel you are right. ______

Requesting the return of borrowed items without being apologetic. ______

Compliments, Criticism, and Rejection

Receiving a compliment by saying something assertive to acknowledge that you agree with the person complimenting you. ______

Accepting a rejection (being turned down or not chosen). ______

Discussing another person's criticism of you openly with that person. ______

Telling someone that she/he is doing something that is bothering you. ______

Saying "No"

Saying "No" to a group that wants you to do something you know you shouldn't do. ______

Saying "No" if someone wants to copy your homework. ______

Refusing to run errands for others if the request seems unfair. ______

3 DIFFERENT WAYS TO ACT

1. WE-CENTERED SOCIAL BEHAVIOR: able to tell others what they are doing or feeling that affects you, stating how you feel about it and what you would like them to do.

   Someone who is responsibly assertive has learned how to verbally and nonverbally express his feelings, needs or thoughts. However, this would never be at the expense of someone else's dignity and self-respect.

   Examples: knowing how to give and receive compliments, to express an opinion, to socialize comfortably and how to say "no" when appropriate.

2. ONLY-YOU SOCIAL BEHAVIOR: not sticking up for yourself or letting the other person get what he or she wants at your expense.

   Non-assertive persons hold their feelings inside and may then feel depressed, have a poor self-image and see themselves at the mercy of others.

   Example: the "doormat" type of person.

3. ONLY-ME SOCIAL BEHAVIOR: trying to get back at someone or trying to hurt the other person. Or trying to do what you want to do without considering the others' feelings.

   Sometimes the aggressive person acts passive for a while. He "dams up" his strong feelings. Then the angry feelings explode at the next person who upsets him in any way. This may be physical or verbal, or both. An aggressive person often gets his own needs met at the expense of another's dignity and self-respect.

   Example: the "bully" type of person.

DIFFERENT KINDS OF BEHAVIOR CHART

Leader's Copy

Physical Behaviors	How I feel when I act this way	How the other person feels	Outcome
ONLY-YOU			
ONLY-ME			
WE-CENTERED			

LEADER'S SUMMARY: I-MESSAGES

An I-message is a communications procedure which exemplifies mutual respect and the equalitarian stance discussed previously. It is a behavior and a communication skill that can help at this point in this workshop to make concrete the perhaps fuzzy, abstract notion of mutual respect.

PURPOSE OF I-MESSAGES: I-messages serve several purposes. The sender of an I-message usually feels better because he/she has communicated his/her feelings to the receiver. Many times, simply saying "I feel hurt" or "I feel angry" or "I feel anxious" or "I feel happy" provides relief to the sender.

The I-message gives feedback to the receiver about his/her specific behavior that is annoying, frustrating, hurtful, etc. to the sender. This component of the I-message is the "when you" part. The "when you" might include: "when you are two hours late" or "when you leave your bike in the driveways or "when you leave your dirty dishes in the sink."

The I-message also helps the sender focus on why a particular behavior is annoying, frustrating, scary, etc. This component of I-message is the "because" part. The "because" part might include: "because I worried you had been hurt" or "because I have to get out of the car to move your bike" or "because the food cakes on the dishes and is hard to get off."

All of the above three purposes weave together to provide a vehicle of mutual respect between people. The sender is essentially saying: I respect myself and my rights as a person enough to share my feelings and why I feel the way I do. I also respect you and your rights enough to be honest and specific rather than hold back and attempt to manipulate you to change.

I vs. YOU: The I-message is not a demand for change. Rather, it is a communication which offers a choice. For this reason, frequently the I-message is heard. Just because it is more likely to be heard does not, however, mean that the other person will change. They are more likely to be aware of the sender's feelings, why the sender feels so, and know what behavior the sender is talking about.

On the other hand, a You-message is a demand for change and frequently is not heard by the receiver. Examples of You-messages include: "You are always late"; "You never come in when you say you are"; "Why can't you remember to move your bike out of the driveway"; "You are irresponsible for leaving your bike in the driveway again"; "What a slob--You're always leaving your dirty dishes in the sink"; "What do you think I am, your servant? Why don't you ever remember to wash off your plate," etc. etc. When the receiver of a You-message hears the old familiar lines, it's like invisible ear flaps go down, defenses go up, and the message is blotted out.

COMPONENTS OF THE I-MESSAGE: For beginners in learning I messages, a structure is helpful. There are three basic parts to the I-message:

(1) I feel (feeling)

(2) when you (other's behavior)

(3) because (consequence of behavior) .

Some examples include:

(a) I feel scared when you are two hours late because I thought you may have been hurt.

(b) I feel annoyed when you leave your bike in the driveway because I have to get out of my car to move it.

(c) I feel angry when you leave your dirty dishes in the sink because the food cakes on and is hard to clean off.

SABOTAGES TO AN I-MESSAGE: An I-message is sabotaged when the sender through voice inflection, body posture and intent is making a demand for change. The format of an I-message can be "perfect" as far as the words go, but a sneaky You-message can sabotage if there is a critical, demanding or whiny tone, posture or intent.

An I-message can be sabotaged if the "because" component is "because I just don't like it" or "just because" or "because I said so." The "because" component needs to be a consequence of the behavior that is inconvenient, destructive, costly, etc.

EFFECTS

Materials and Resources:

1. Copies of "Behaviors" activity sheet for each student
2. Optional: copies of the "3 Different Ways to Act" handout from the previous meeting
3. Copies of "Effects" activity sheet for each student
4. Role playing props if possible

Directions:

1. Discuss the students' homework assignment from the previous meeting. Direct them to not specify names, but to only describe the example situations. Ask them why they labeled the behavior WE-CENTERED, ONLY-YOU, or ONLY-ME.
2. Indicate to the group that you want to be sure they understand the three kinds of social behavior. Distribute the "Behaviors" activity sheet and have students write out their own definitions. When they are finished, allow them to get their copies (or hand them extra copies) of the "3 Different Ways to Act" handout from the previous meeting. They may compare their definitions to those on the handout. As leader, be sensitive to those students who need further clarification.
3. Channel the discussion at this point into how our social behavior affects our entire being. Discuss the degrees of stress related to the three different kinds of behavior and how that stress influences our physical self, emotional self, the way we think, and the way we feel about ourselves.
4. Distribute copies of the "Effects" activity sheet to each student. Letting the students work together in the group, have them complete their sheets. Encourage each group member to brainstorm and contribute. The students should write down on their activity sheets the consensus of the group's responses.

5. Through this activity sheet students have learned that "Your body can tell you if you are being WE-CENTERED." Ask each student to react with ONLY-YOU behavior to the leader's request, "Can I borrow your bike?" Discuss their posture, feelings, tone of voice and degree of eye contact. Then ask the students to respond with ONLY-ME behavior to the same request and follow with a similar discussion. Finally, ask each student to react WE-CENTERED to the request by saying "No" in a firm voice and maintaining eye contact. Discuss body and feeling responses to behaving this way.

6. Role play some situations with group members. You may need to prompt or help the students with WE-CENTERED behaviors or replies--and to express feelings. The leader should follow the procedure of role play, discussion and reinforcement. Reinforcement can be provided through the leader's encouragement and comments about both the role play and the discussion. Examples: "You were really paying attention to notice how she expressed her feelings," or "That was really fantastic when you kept looking at her and talking firmly as if you meant what you said." During the discussion after the role play the leader should ask, "What was his/her body doing?" or "How did her voice sound? loud, soft?" or "What words did she use that were assertive?" or "Where were her eyes looking?"

   Suggest the role playing situations and let the group supply appropriate WE-CENTERED behaviors or replies:

   - someone cutting in front of a line
   - teasing
   - name-calling
   - taking things without permission
   - threatening

   *Providing props to choose from makes role playing situations more fun and more realistic for the students.

7. Indicate to students that their homework assignment will be to observe the nonverbal reactions of persons showing the different types of behavior.

Adaptations:

Further discussion could be built around photoboards from FOCUS--Stage 3--kit. Have group members discuss types of behavior they observe and what kinds of appropriate WE-CENTERED behaviors someone could use.

# 9 boy arguing with mother turning off TV
#10 boys fighting during baseball game
#35 girl on telephone and sister waiting impatiently

#37 boy and girl watching parents argue
#40 group of boys walking toward a boy

Evaluation:

Behaviors activity sheet
Built into discussion

BEHAVIORS

Directions: The following three terms are often not understood. Define what these terms mean to you.

WE-CENTERED BEHAVIOR is

ONLY-ME BEHAVIOR is

ONLY-YOU BEHAVIOR is

EFFECTS

Directions: Fill in the boxes with words that describe how different behaviors effect us.

Kind of behavior	Physical Reactions	Feelings	Think Clearly?	Self-Worth
ONLY-YOU BEHAVIOR				
ONLY-ME BEHAVIOR				
WE-CENTERED BEHAVIOR				

LABELING

Materials and Resources:

1. Labels with adhesive backs (one for each student)
2. Envelopes (one for each group of six students)
3. Leader's Preparation Page that shows what should be written or types on the labels and the chart that should be enlarged on chalkboard or poster paper
4. Chalkboard and chalk or poster paper and markers
5. Copies of "Risk" activity sheet for each student

Directions:

1. Preparation: Determine how many small groups of five to six there will be in your group. Each person within the small groups will receive a label that will be stuck to his/her forehead. (Every person will be able to see every label except his/her own.) Prepare sets of six different labels, one label for each person in the groups. Write or type the six different messages on the labels (one message per label) found on the Leader's Preparation Page.

   Keep the sets of six labels in envelopes so they do not become mixed up.

   Prepare an enlarged version of the chart found on the Leader's Preparation Page on the chalkboard or poster paper.

2. Begin the session by discussing with the students that social behavior is often influenced by how we label others and also how we label ourselves. Give a few simple examples of times when you or someone else has anticipated reactions before they were given.

3. Indicate to the students that this activity will illustrate what many of us do without realizing it when we interact with others. Ask participants to number off by whatever number will given groups of five to six (preferably six if possible). Assemble the one's, two's, etc. with their chairs in various corners of the room.

4. Start with one group and distribute the set of six labels by pairs. For example, take the envelope of labels for one group and ask that group to pair up. Go to each pair and hand each person a label. Instruct the pairs to stick the label you have just given them to the forehead of their partner so that their partner does not see his/her own label. After you have finished distributing labels to one group, take an envelope for another group and go through the same procedure.

5. After all the labels are distributed, ask each group to put their chairs in a tight circle and look closely at all the labels in their group without revealing what the labels read. Then, instruct each group to discuss with each other the topic "What TV Shows and Movies I Like": (or another non-controversial topic) for 15 minutes. As they discuss this topic they are to respond to each other as the labels instruct. Ask the participants to pay attention to their feelings and behaviors as they are responded to and respond to others. (This is usually a lively exercise. The synthesis part is particularly important.)

6. To process this activity after the 15 minutes of discussion, ask the students to guess what their label is and then take it off and check it out. Then ask them to take a few deep breaths and tune into their feelings about the experience. On a chalkboard or newsprint, take each label and add it to the chart you had prepared beforehand.

7. Ask the people who wore the IGNORED label to stand up and share their experiences. Ask questions like "What did you feel?" "What did you feel in the beginning of the discussion and at the end?" "Did your behaviors change as the discussion progressed?" etc. As they respond, summarize on the chart. Do this for each label.

8. With the whole group discuss the impact a label can have on a person and a group. Kids are labeled by parents, siblings, grandparents, and themselves and others. They often live up to or down to what their label connotes. How we perceive our place or niche helps to explain the purpose behavior serves. For those who feel they have a positive, useful, accepted place, they feel encouraged. For those who feel they have a negative, useless, unaccepted place, they feel discouraged. Discouragement is the basis for acting out and misbehaving. The discouraged student is saying "If I can't have a place by being the best "good" guy, then maybe I can have a place by being the best "bad" guy.

9. Challenge the students to think about how they have labeled themselves and others in the past. By their actions they indicate the kind of goal they are seeking. Review the goals of behavior (Psychological Education, Seminar II: Understanding Behavior) if necessary. Also lead the students in a discussion of what such actions communicate to themselves and others--a reinforcement of their labels.

10. Distribute a copy of the "Risk" activity sheet to each student. Ask them to complete it individually after thinking carefully about each item. Go through the directions with the students; answer questions that they might have. Do not collect these activity sheets.

11. Homework Assignment: Direct the students to watch for labels that they put on other persons. Their labels can involve persons who are either younger or older than they are and who are either close friends or strangers.

LEADER'S PREPARATION PAGE

Label Messages:

What I say doesn't
count
IGNORE ME

ENCOURAGE ME
to
to talk more

TAKE ISSUE
with
whatever I say

LAUGH
at what I say

PUT DOWN
what I say

BLANK
Your Choice

* * *

Chart:

	FEELINGS	BEHAVIOR
IGNORED		
PUT DOWN		
LAUGHED AT		
ENCOURAGED		
TOOK ISSUE		
BLANK		

RISK

Directions: Think about times that you have acted in these three different ways. Briefly describe at least one situation for each style of behavior and indicate the goal you were possibly seeking.

WAYS I ACT	SITUATION	GOAL
ONLY-YOU Behavior	________________	____________
	________________	
	________________	
	________________	
	________________	
ONLY-ME Behavior	________________	____________
	________________	
	________________	
	________________	
	________________	
WE-CENTERED Behavior	________________	____________
	________________	
	________________	
	________________	
	________________	

Sometimes acting with WE-CENTERED behavior involves taking a risk. Risk means taking a chance that something will not turn out like you want it to. There are times when the risk of WE-CENTERED behavior is not very great. Like when you are expressing your feelings to a young child. The risk becomes greater, though, when you use WE-CENTERED behavior with certain peers or adults. It is important to know which kind of behaviors can be accepted by which people.

Briefly describe a time when the risk of using WE-CENTERED behavior was not very great.

Briefly describe a time when the risk of using WE-CENTERED behavior was too great and you chose ONLY-YOU type of behavior.

WHAT DO YOU TELL YOURSELF?

Materials and Resources:

1. Chalkboard and chalk or poster paper and markers
2. Copies of "It Doesn't Make Sense" activity sheet for each student
3. Leader's Guide: It Doesn't Make Sense
4. Props to use during roleplaying
5. Copies of "Scarifying - Encouraging" homework assignment for each student

Directions:

1. Ellis' theory of emotional blocks to WE-CENTERED behavior. Go through A-B-C idea of Rational Emotive theory.

   A-B-C Theory

   A - activity, action, agent
   B - belief about the activity, action, agent
   C - consequences of the behavior and belief

2. Examine logical and illogical self-talk through a discussion of the "It Doesn't Make Sense" activity sheet. Distribute these and encourage the students to develop in their own words logical beliefs to counteract the illogical ones. The Leader's Guide will help you steer them in the right direction. As consensus is reached in the group, the students can complete the activity sheet.

3. Next, ask students to think of some situations (A) where they feel ONLY-YOU type feelings (scared, frustrated, angry, helpless, etc.). Label the situation A and the feelings C. Then, think about what they say to make themselves scared or frustrated or angry or helpless, etc. These are the beliefs (B) that are keeping them from being WE-CENTERED.

   A sample situation might be a friend who asked for a student's ice cream. "Scarifying thoughts" might be "She won't be my friend if I don't give it to her" and "She'll beat me up if I don't give it to her." "Encouraging thoughts" might be "She may be mad today, but she'll forget about it tomorrow."

Devise encouraging statements for these different situations.

4. Divide the students into small groups of two or three each. Indicate to them that people sometimes need to practice handling areas of concern. For example, students often feel most comfortable in anxiety producing situations if they can have some standard verbal statements to draw upon. This makes practice. Point out the props that are available for them to use in their roleplaying. List the following special concerns of students on the chalkboard or poster paper and allow each group to choose a situation to roleplay.

   - Learning to give compliments to other children and adults.
   - Learning to receive compliments without embarrassment from other children and adults.
   - Expressing opinions to other children and adults.
   - Learning better ways of responding to teasing from peers and adults.
   - Learning how to respond to making mistakes in front of others.
   - Learning not to be led by peers to act against their own consciences.
   - Responding to adults with neither submission nor hostility.

   Use teasing as an example of what might be done. Explain how overreaction to teasing reinforces its occurring. Many teasing statements can be ignored. If not, a short "acknowledgment type" response may help.

   > Being teased about poor performance--
   > "That's right, I dropped the ball."
   > "I didn't play well."

   Scarifying thoughts would say that you are stupid because you didn't do well. Encouraging thoughts would say that everyone makes mistakes and each time will get better as you learn.

   Students should include in their roleplaying the "scarifying thoughts," the "encouraging thoughts," and some WE-CENTERED verbal statements.

6. Close the session by handing out the "Scarifying - Encouraging" homework assignment. Be sure the students understand the directions. Ask them to bring the assignments with them to the next meeting.

Adaptation:

If students are unsure of themselves in these roleplaying situations, you may wish to include yourself from the beginning in each of the roleplaying situations.

Evaluation:

Built into discussion
Homework assignment

LEADER'S GUIDE

IT DOESN'T MAKE SENSE

Below are the six "scarifying thoughts" (illogical beliefs) presented on the students' activity sheet. Under each statement are some disputes to help the students understand. You will need to guide the students into putting these "encouraging thoughts" in their own words.

1. If I act WE-CENTERED, others will get mad at me.

RATIONAL DISPUTES TO #1

If I assert myself, the effects may be positive, neutral, or negative. However, since assertion involves legitimate rights, I feel that the odds are in my favor to have some positive results.

Possible applications of this are: If I assert myself people may or may not get mad at me/they may feel closer to me/like what I say or do/help me to solve the problem.

2. If I act WE-CENTERED and people do become angry with me, I will be very upset; it will be terrible!

RATIONAL DISPUTES TO #2

a. Even if others do become angry and unpleasant, I am capable of handling it without falling apart.

b. If I assert myself when it is appropriate, I don't have to feel responsible for the other person's anger. It may be his problem.

3. Although I want others to be straight forward with me, I'm afraid that if I am open with others and say "no," I will hurt them.

RATIONAL DISPUTES TO #3

a. If I am assertive, other people may or may not feel hurt.

b. Most people are not more fragile than I am. If I prefer to be dealt with directly, quite likely others will too.

4. If my WE-CENTERED behavior hurts others, I am responsible for their feelings.

RATIONAL DISPUTES TO #4

a. Even if others do feel hurt by my assertive behavior, I can let them know I care for them while also being direct about what I need or want.

b. Although at times others will be taken back by my assertive behavior, most people are not so vulnerable and fragile that they will be shattered by it.

5. It is wrong and selfish to turn down others' requests. Other people will think I'm terrible and won't like me.

RATIONAL DISPUTES TO #5

a. Even legitimate requests can be refused assertively.

b. It is acceptable to consider my own needs--sometimes before those of others.

c. I can't please all of the people all of the time.

6. At all costs, I must avoid making statements and asking questions that might make me look ignorant or stupid.

RATIONAL DISPUTES TO #6

People are not always perfect. It's O.K. to make a mistake. That's one way to learn.

IT DOESN'T MAKE SENSE

Directions: Read through the following six "scarifying thoughts" that are often tied to WE-CENTERED behaviors. Together with the students in your group make up some "scarifying thoughts." Discuss how these thoughts sometimes apply to your life.

1. If I act WE-CENTERED, others will get mad at me.

   Encouraging thoughts:

2. If I act WE-CENTERED and people do get angry with me, I will be very upset; it will be terrible!

   Encouraging thoughts:

3. Although I want others to be straight forward with me, I'm afraid that if I am open with others and say "no," I will hurt them.

   Encouraging thoughts:

4. If my WE-CENTERED behavior hurts others, I am responsible for their feelings.

   Encouraging thoughts:

5. It is wrong and selfish to turn down other's requests. Other people will think I'm terrible and won't like me.

Encouraging thoughts:

6. At all costs, I must avoid making statements and asking questions that might make me look ignorant or stupid.

Encouraging thoughts:

CONCLUSION

THREE IMPORTANT QUESTIONS TO ASK YOURSELF

* Am I assuming that people will always react negatively to my WE-CENTERED behavior?

* Am I focusing on the negative outcome of my WE-CENTERED behavior and not considering other things that might happen?

* Do I think I can't handle the results of my assertive behavior if they are, in fact, negative?

"SCARIFYING - ENCOURAGING"

Write down briefly about a situation during this week when you found yourself thinking "scarifying thoughts" about WE-CENTERED behavior. Then indicate what encouraging thoughts you were able to tell yourself.

Situation:

"Scarifying" thoughts:

"Encouraging" thoughts:

REINFORCING ENCOURAGING THOUGHTS

Materials and Resources:

1. Chalkboard and chalk or poster paper and markers
2. Copies "Behavior Survey" activity sheet for each student
3. Copies of the "Imagery Script" activity sheet for each student
4. Copies of "Checklist" informative handout
5. Copies of "Situations for Discussion" for each student

Directions:

1. Discuss the homework assignment from the previous meeting. Ask what they have learned about themselves. Do not collect the assignments and do not pressure the students into sharing if they are not comfortable.

2. Channel the discussion into exploring ways to reinforce the encouraging thoughts and WE-CENTERED behavior. Concentrate particularly on imagery and relaxation exercise. Review the meaning and technique of these two methods. (Personal Education, Seminar II: A Healthy Emotional Self). Discuss how a person can practice WE-CENTERED behavior in their mind before performing it in real life.

3. Distribute the "Behavior Survey" to each student. Have them complete these individually. When they are finished have them circle a behavior that they would like to change.

4. Distribute the "Imagery Script" activity sheet to each student. Read over the directions with the students and be sure they understand what to do. Tell them the amount of time you are alloting for this activity so they can pace themselves.

5. After the students have written their scripts, allow them to choose partners to experience their imagery exercises together. After the students have read their scripts to each other, let them discuss their reactions to this activity.

6. Distribute the "Checklist" informative handout. Read through it with the students. Then hand out copies of Situations for Discussion to each student. Have the students come up with examples of WE-CENTERED responses to each situation.

7. Instruct the students that their homework assignment is to continue practicing their own imagery exercises and to translate that into action.

Adaptations:

When students divide into pairs to experience the imagery exercises, you may want to pair them according to similar situations.

If it is possible, tape record the imagery exercises for the students to listen to.

Evaluation:

Built into discussion
Behavior Survey

BEHAVIOR SURVEY

Directions: Put an X on the line that best describes your behavior.

	Never	Sometimes	Often	Always
WE-CENTERED Behavior				
I feel comfortable giving a book report before the class.	_____	_____	_____	_____
I like receiving compliments, and I can respond with a positive statement.	_____	_____	_____	_____
I enjoy complimenting others.	_____	_____	_____	_____
I can tell someone I don't like what they're doing or saying to me without sounding really angry or threatening.	_____	_____	_____	_____
If someone teases me, I can say something and go on with what I was doing.	_____	_____	_____	_____
If the teacher doesn't respond to my hand-raising right away, I can do something else until she's free and then ask for help.	_____	_____	_____	_____
If I'm angry with my parents, I can tell them what's bothering me and not "clam up."	_____	_____	_____	_____
ONLY-ME Behavior				
If someone teases me or pushes in front of me, I may shout at them or hit them.	_____	_____	_____	_____
If the teacher doesn't pay attention when I raise my hand, I may go ask for help loudly or get mad and slam my desk.	_____	_____	_____	_____
I get really angry at my parents but don't say anything--then I yell and slam the door.	_____	_____	_____	_____
If I feel mad at someone, I may tease or call them names.	_____	_____	_____	_____

ONLY-YOU Behavior

	Never	Sometimes	Often	Always
Making a speech in class makes me nervous.	____	____	____	____
If someone teases me, I may cry or get my feelings hurt but not say anything.	____	____	____	____
I wish I had more friends but I don't know what to say to them.	____	____	____	____
Sometimes I'm angry with my parents or teacher so I just won't talk to anybody.	____	____	____	____
When someone compliments me I feel embarrassed.	____	____	____	____
I hate to answer questions in class because I'm afraid I'll make a mistake.	____	____	____	____

IMAGERY SCRIPT

Write a brief imagery story--a script for the "television screen in your mind." Base your story on the situation you circled on the Behavior Survey. Be specific in describing the situation, your WE-CENTERED behavior in responding to that situation, and the results of that behavior. Use your imagination!

CHECKLIST

1. Clarifying the situation and focus on the issue. What is my goal? What exactly do I want to accomplish?

2. How will WE-CENTERED behavior on my part help me accomplish my goal?

3. What would I usually do to avoid using WE-CENTERED behavior in this situation?

4. Why would I want to give that up and use WE-CENTERED behavior instead?

5. How might I be stopping myself from using WE-CENTERED behavior?
    a. Am I holding on to illogical beliefs? I so, what are they?
    b. How will I replace these illogical beliefs with encouraging ones?
    c. What are my rights in this situation? (State them clearly.)

6. Am I anxious about being WE-CENTERED? What techniques can I use to reduce my anxiety?

7. Have I done my homework? Do I have the information I need to go ahead and act?

8. Will I:
    a. Let the other person know I hear and understand him/her?
    b. Let the other person know how I feel?
    c. Tell him/her what I want?

SITUATIONS FOR DISCUSSION

Brainstorm WE-CENTERED Responses

Behavior

As you leave a store after purchasing an item, you find you have been overcharged 75¢. Person A--customer; Person B--salesperson unwilling to admit mistake.

In a group, the leader is talking about ONLY-ME behavior in students but doesn't tell what she means by ONLY-ME behavior. Person A--student who asks what is meant; Person B--group leader.

Mind

You have been in your seat in the class for 20 minutes and have had a question about a math assignment for 15 minutes. You don't know how to continue your work but you've gotten no response from the teacher when you've raised your hand because she's busy helping others. Person A--student needing help; Person B--busy teacher.

Apology

Your good friend borrowed your ruler and has had it for quite a while. You want your ruler (don't be apologetic). Person A--wants ruler back; Person B--good friend who borrows without returning.

Criticism

You made a mistake when helping the teacher with lunch count. Another student sarcastically criticizes you. Person A--offended student; Person B--criticizing student.

Saying "No"

You have plans to go out of town with your parents for the weekend but your teacher assigns a big special report due Monday. Person A--student with weekend plans; Person B--teacher.

Using You

A classmate begs you to let him copy your spelling homework because he didn't get his done. Let the classmate know you feel he/she is trying to use you. Person A--student with completed homework; Person B--classmate wanting to copy.

Affection

You have had a rough day at school and want some affection and physical closeness with one of your parents (or person with whom you live). Person A--child who had rough day; Person B--parent.

Anger

Your friend was supposed to meet you at the soccer field after lunch. He/she stayed in to help the teacher finish a bulletin board. Person A--student who helped teacher; Person B--indignant student.

Humor

At recess, your friend makes a put-down comment about your occasional tardiness to meetings. "He/she expects everyone but himself/herself to be on time." Respond with humor. Person A--person who is occasionally late; Person B--person with the put down.

Parents

Your parents are fighting about some minor matter and you feel uncomfortable hearing the argument. Person A--student who doesn't like hearing arguing; Person B--parent.

TEACHING OTHERS

Materials and Resources:

1. Chalkboard and chalk or poster paper and markers
2. Copies of "Seminar Evaluation" for each student
3. Copies of "Self-Evaluation" for each student

Directions:

1. Review with the students what they have learned so far during this seminar. Encourage the students to be specific.
2. Present the students with the following hypothetical situation (write the key words on the board or poster paper as a reminder):

   > You have been asked to lead a small group of students who are a year younger than you are. The students want to learn about getting along with others. You may have eight meetings with the students. You are responsible for planning what you will teach, how you will teach it, how often the meetings will occur, and how long the meetings will last.

3. Guide the students in processing this situation. Write their plans on the board or poster paper. Help them also brainstorm the limitations they face as student group leaders. (See related competencies.) The students should be very specific in pinpointing the concepts they wish to teach and the methods to be used.
4. Indicate to the group that this is the final meeting of this seminar. To help view progress, ask them to complete the "Self-Evaluation" form. These will be collected and returned at the next meeting.
5. When students have finished the "Self-Evaluation" form, distribute copies of the "Seminar Evaluation" to each student. Be sure the students understand the directions. Collect these when the students are finished.

Adaptations:

You may wish to reinforce the concepts in this meeting by briefly roleplaying some of the proposed group sessions.

Evaluation:

"Self-Evaluation" form
"Seminar Evaluation" form

SELF-EVALUATION

Name________________________________ Date______________

Directions: Read each item carefully. For each item make an X on the blank to indicate if you can (YES) or cannot (NO) do that item.

	YES	NO
1. I can describe situations when I am with others that leave me feeling tense or anxious.	___	___
2. I can describe situations when I am with others that leave me feeling peaceful or happy.	___	___
3. I can use WE-CENTERED behavior and tell how it affects my well-being.	___	___
4. I can tell about times when I or others have used ONLY-YOU behavior and I can tell how it affects our well-being.	___	___
5. I can tell about times when I or others have used ONLY-ME behavior and I can tell how it affects our well-being.	___	___
6. I can describe the different kinds of social behavior I use for different situations.	___	___
7. I can indicate my goals of behavior when I use my present pattern of social behavior.	___	___
8. I can describe what I am communicating to myself and others through my present pattern of social behavior.	___	___
9. I have decided if I want to continue my present pattern of social behavior.	___	___
10. I use logical self-talk as a way of encouraging my WE-CENTERED behavior.	___	___
11. I use imagery as a way of encouraging my WE-CENTERED behavior.	___	___
12. I use body awareness and relaxation as a way of encouraging my WE-CENTERED behavior.	___	___

	YES	NO
13. I can share my knowledge with someone who is needing help in encouraging their WE-CENTERED behavior.	___	___
14. I can communicate acceptance and show respect for someone who is needing help in encouraging their WE-CENTERED behavior.	___	___
15. I know that my inability to control another person's environment can limit my ability to help in this area.	___	___
16. I know that my lack of helping experience and further education can limit my ability to help in this area.	___	___
17. I know that the possible lack of time commitment on my part or on the part of others limits my ability to help in this area.	___	___
18. I can teach about using logical self-talk as a way of helping others encourage a healthy social self.	___	___
19. I can teach about imagery as a way of helping others encourage a healthy social self.	___	___
20. I can teach about body awareness and relaxation as a way of helping others encourage a healthy social self.	___	___

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content

|————+————|
Not Very Well — O.K. — Very Well

2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned

|————+————|
Not Very Much — Some — A Lot

5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about social behavior with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PERSONAL EDUCATION

SEMINAR: A HEALTHY SOCIAL SELF

A. Individuals will develop skills in creating and maintaining a healthy social self.

1. Individuals will demonstrate skills in developing healthy social selves and relate those skills to their entire being.

Meeting #1:
WE-Centered Behavior

a. Individuals are able to specify which of their social interactions and resulting behaviors leave them with feelings of stress or anxiety and which leave them with feelings of peace or happiness.

b. Individuals are able to demonstrate WE-centered social behavior and specify how it affects their entire being.

Meeting #2:
Effects

c. Individuals are able to spontaneously recognize others' or their own ONLY YOU-centered behavior and realize how this can affect their entire being.

d. Individuals are able to spontaneously recognize others' or their own ONLY ME-centered behavior and realize how this can affect their entire being.

2. Individuals will demonstrate recognition of what they gain and communicate through the different types of social behaviors.

Meeting #3:
Labeling

a. Individuals are able to determine which type of social behavior they use in various situations.

b. Individuals are able to specify the goals of behavior they seek through maintaining consistent use of their present pattern of social behavior.

c. Individuals are able to determine if they desire to continue maintaining consistent use of their present pattern of social behavior as a means of fulfilling their needs.

d. Individuals are able to specify what they are communicating to self and others through their present pattern of social behavior.

e. Individuals are able to determine if they desire to continue maintaining their present pattern of social behavior and the communications associated with it.

3. Individuals will demonstrate the processes for changing to and/or enhancing a healthy social self.

Meeting #4:
What Do You Tell
Yourself?

a. Individuals are able to use logical self-talk as a means of changing to and/or enhancing a pattern of WE-centered social behavior.

Meeting #5:
Reinforcing
Encouraging Thoughts

b. Individuals are able to use imagery as a means of changing to and/or enhancing a pattern of WE-centered social behavior.
c. Individuals are able to use body awareness and relaxation as a means of changing to and/or enhancing a pattern of WE-centered social behavior.

B. Individuals will develop skill in helping others to create and maintain healthy social selves.

1. Individuals will demonstrate appropriate communication skills while helping others to create and maintain healthy social selves.

Meeting #6:
Teaching Others

a. Individuals are able to communicate knowledge to those persons they wish to help establish or enhance a pattern of WE-centered social behavior.
b. Individuals are able to communicate acceptance of and support for those persons they wish to help establish or enhance a pattern of WE-centered social behavior.

2. Individuals will demonstrate recognition of the limitations and use of the possibilities they have in helping others to create and maintain healthy social selves.

a. Individuals are able to demonstrate recognition of their inability to control another person's environment and how this can limit their progress in helping others.
b. Individuals are able to demonstrate recognition of their lack of helping experience and extensive education and how this could limit their progress in helping others.
c. Individuals are able to demonstrate recognition of their and others' lack of time commitment and how this could limit their progress in helping others.

Meeting #6:
Teaching Others
(contd.)

d. Individuals are able to teach the use of logical self-talk as a means of helping others establish or enhance a pattern of WE-centered social behavior.

e. Individuals are able to teach the use of imagery as a means of helping others establish or enhance a pattern of WE-centered social behavior.

f. Individuals are able to teach the use of body awareness and relaxation as a means of helping others establish or enhance a pattern of WE-centered social behavior.

REFERENCES

SEMINAR: A HEALTHY SOCIAL SELF

Alberti, R. E. and Emmons, M. L. Your Perfect Right. San Luis Obispo, Calif.: Impact, 1974.

Ellis, A. Rational-Emotive Therapy and the School Counselor, School Counselor, 1975, 22, 236-242.

Fensterheim, H. Assertive Methods and Marital Problems. In R. D. Rubin, H. Fensterheim, J. D. Henderson, and L. P. Ullmann (Eds.) Advances in Behavior Therapy. New York: Academic Press, 1972. Pp. 13-18.

Jakubowski, P. A. Assertive Behavior and Clinical Problems of Women. In D. Carter and E. Rawlings (Eds.), Psychotherapy for Women: Treatment Towards Equality. Springfield, Ill.: Charles C. Thomas, in press. (a)

Jakubowski, P. A. Self-Assertion Training Procedures for Women. In D. Carter and E. Rawlings (Eds.), Psychotherapy for Women: Treatment Towards Equality. Springfield, Ill.: Charles C. Thomas, in press. (b)

Jakubowski-Spector, P. An Introduction to Assertive Training Procedures for Women. Washington, D.C.: APGA Press, 1973.

Katz, R. Case Conference: Rapid Development of Activity in a Case of Chronic Passivity. Journal of Behavior Therapy and Experimental Psychiatry, 1971, 2(3), 187-193.

Lange, A. and Jakubowski, P. Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers. Champaign, Ill.: Research Press, 1976.

McFall, R. M. and Twentyman, C. T. Four Experiments on the Relative Contributions of Rehearsal, Modeling, and Coaching to Assertion Training. Journal of Abnormal Psychology, 1973, 81(3), 199-218.

Milgram, S. Behavioral Study of Obedience. Journal of Abnormal and Social Psychology, 1963, 67(4), 371-378.

Moriarty, T. A Nation of Willing Victims. Psychology Today, November 1975, pp. 43-50.

Mosher, R. and Sprinthall, N. A. (with V. S. Atkins, R. Dowell, B. M. Greenspan, A. H. Griffin, Jr., and G. C. Mager). Psychological Education: A Means to Promote Personal Development During Adolescence. Counseling Psychologist, 1971, 2(4), 3-82.

REFERENCES (CONTINUED)

Rathus, S. A. Instigation of Assertive Behavior Through Video-Tape-Mediated Assertive Models and Directed Practice. Behaviour Research and Therapy, 1973, 11(1), 57-65.

Rimm, D. C.; Hill, G. A.; Brown, N.; and Stuart, J. E. Group Assertive Training in Treatment of Expression of Inappropriate Anger. Psychological Reports, 1974, 34, 791-798.

Taken from "Assertiveness Training for Young People" by Meg Rashbaum-Selig in The School Counselor, November, 1976.

Seminar
A Healthy Mind

•

Five Group Meeting Plans
Overview Framework
References

Written by

Margaret S. Gunderson
University of Missouri-Columbia

Consultant

Earl J. Moore
University of Missouri-Columbia

Human Systems Consultants, Columbia, Missouri,
has granted permission to use the
Middle School Seminar Model and materials.

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE

MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting. .

This seminar for *A Healthy Mind* includes such content as helping students learn about how to incorporate creativity, memory and learning skills in their lives; how those skills affect their entire being; what they gain and communicate through resistance or acceptance of these skills; methods of enhancing their cognitive skills; and ways of helping others in this area of encouraging a healthy mind.

Adaptations

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

THE RIGHT AND LEFT OF IT

Materials and Resources

1. Drawings or pictures of the brain to be posted on the wall or bulletin board; example of completed activity sheet for posting
2. "Your Brain: The Right and Left Of It" informative handouts for each student
3. Chalkboard and chalk or poster paper and markers
4. "Right/Left Hemisphere" activity sheet for each student
5. "Encouraging-a-Healthy-Mind Survey" for each student

* Continue to encourage group members to bring their notebook or folder in which they can keep informative handouts, activity sheets, or assignment papers.

Directions

1. Introduce this seminar by brainstorming with students what it means to have a "healthy mind." List these different ideas on the chalkboard or poster paper. Channel the discussion into an exploration of times and/or places when they have experienced these aspects of a healthy mind. Discuss how these aspects also affect their physical, emotional, and social health.

2. Discuss with the students that the brain is a very complicated part of our body and is able to accomplish different tasks using different ways of "thinking." Proceed to give the students a mini-lecture of the functions of the right and left hemispheres of the brain. You may take your lecture from a summary of the informative handout "Your Brain: The Right and Left Of It" or you may want to also consult further such references as:

   SCHOOL COPING STYLES ANALYSIS, I. Moore, Georgia State Department of Education, Atlanta, Georgia, 1981.

   DRAWING ON THE RIGHT SIDE OF THE BRAIN, B. Edwards, J. P. Tarcher, Inc., Los Angeles, California, 1979.

   EDUCATING THE FORGOTTEN HALF, J. L. Lee and C. J. Pulvino, Kendall/Hunt Publishing Company, Dubuque, Iowa, 1978.*

*Each of these references also has excellent bibliographies which can provide additional resources.

Indicate to the students that at the close of the meeting you will be giving them a handout which will go into further detail about the hemispheres of the brain. Post the example activity sheet for reference.

3. Stress that a healthy mind uses both hemispheres in the best possible way--an appropriate balance is needed. Indicate to the students that in the remainder of the seminar the group will discuss three major aspects of balanced use of the brain: CREATIVITY, MEMORY, and LEARNING. Write these three terms on the board or poster paper. Allow plenty of room between each of the words. Guide the students into devising very general definitions for each of these three aspects.

4. Brainstorm times when students felt they have experienced creativity, memory, and learning. Lead them into the the realization that these are "life experiences"--not experiences limited to the school setting.

5. Introduce the homework assignments to the students. Indicate that since there are fewer meetings in this seminar, there will sometimes be more homework or handouts than usual.

6. Distribute the handouts "Your Brain: The Right and Left Of It" to each student. Ask them to read it thoroughly before the next group meeting. You may wish to have references or resources available in case students would want to do additional research on their own.

7. Next hand out the "Right/Left Hemisphere" activity sheets. Explain to the students that they are to indicate which types of activities are more controlled by the left hemisphere of the brain and which activities are more controlled by the right hemisphere. Encourage the students to not limit themselves--they can use words, symbols, drawings, numbers, etc. on their activity sheets. Check to see if the students have any questions concerning the directions. Refer to the sample sheet posted earlier.

8. Lastly, distribute the "Encouraging-a-Healthy-Mind Survey" to each student. Have students read through the survey to see if they have any questions or if they need clarification. Ask the students to be sure to bring the completed activity sheet and survey to the next group meeting.

Adaptations

If time allows, or if you can add extra group meetings, allow the students to do the activity sheets in groups of two during the meeting. For younger students, slower readers, or if you have additional time, you may wish to read through the informative handout with them during the meeting(s).

Evaluation

built into discussion
Encouraging-A-Healthy-Mind Survey

YOUR BRAIN: THE RIGHT AND LEFT OF IT

The human brain resembles the halves of a walnut—two similar rounded halves connected at the center. The two halves are called the "left hemisphere" and the "right hemisphere."

The human nervous system is connected to the brain in a crossed-over fashion. The left hemisphere controls the right side of the body; the right hemisphere controls the left side. Because of this crossing over of the nerve pathways, the left hand is connected to the right hemisphere; the right hand, to the left hemisphere. What does this mean? If you would accidentally damage the left side of your brain, the right half of your body might be paralyzed or impaired.

What about other human functions that depend on the brain? It seems that each hemisphere specializes even though the function could be carried out by either half. For example, which hemisphere specializes in language functions? The left side—an injury to the left side of the brain is likely to cause a loss of speech capability. However, the right side of the brain is better at spatial (space) problems--arranging shapes to match a design.

We know that despite our normal feeling that we are one person--a single being--our brains are double, each half with its own way of knowing, its own way of perceiving external reality. It is fortunate that two hemispheres can work together in a number of ways. Each hemisphere can contribute its special abilities toward a task. Or the hemispheres can work singly, with one half "on" and the other half "off."

The hemispheres may conflict when one half attempts to do what the other half "knows" it can do better. Also, each half seems to be able to keep knowledge from the other.

So what does this mean? We have a double brain with two ways of knowing. As each of our hemispheres gathers the same sensory information, each half of our brains may handle the information in different ways, each handling the part suited to its style or specialization. Or one hemisphere will "take over" and inhibit the other half. This dominance is usually located in the left hemisphere because it tends to specialize in keeping things in order. The left hemisphere analyzes, counts, marks time, plans step-by-step procedures, verbalizes, makes rational statements based on logic--it "figures things out."

The second way of knowing, the right hemisphere, exists in the mind's eye. We "see" things with our imagery or recall things that may be real. (Can you imagine your bedroom?) We see how things exist in space and how the parts go together to make up the whole. Using the right hemisphere, we dream; we use music and other sounds to form images; we use touch and our senses of smell to create "moods;" we create new combinations of ideas. Our gestures are often related to right hemisphere communication--try to describe a spiral staircase without making a spiral gesture. In the right half we use intuition and insight--everything comes together or falls into place. We exclaim, "I've got it," "Ah, ha," "I have found it," or "Now I get the picture."

One of the marvelous capabilities of the right brain is imagining--seeing an imaginery picture with your mind's eye. The brain is able to conjure an image and then "look" at it, "seeing" it as if it is "really there." Imagining connotes a still picture. But, we can also "see" moving images or visualize. Visualizing is like watching "movies" in our mind's eye.

LEARNING

Life-long learning is important to us all. Maintaining an openness to learning about ourselves, about others, about our world and universe is an essential part of creating and maintaining a healthy mind. There are many things that could be important for us to understand in the learning process. We will examine four of these and see how they apply in your life.

1. *Growth in Learning.* The brain is not limited in the learning process. We are able to learn many different things, all at different rates, at the same time. We do not completely learn one thing, quit, and then go onto the next. Yet, all of our learnings have a similar *growth pattern.* This usually progresses through three major stages: Awareness, Understanding, and Adopting. During the Awareness stage the learner is first introduced to the new knowledge. That learner explores the knowledge and tries to find out more about it. Growth in learning occurs when Understanding takes place and the learner begins to experiment with the knowledge, tries to apply it to his or her life, and continues to explore even further. The final stage of growth in learning occurs when the learner Adopts the knowledge and makes it a part of his or her own life. These stages, of course, are not separate times; rather, they flow continuously into each other as a person goes through the learning process.

   Apply the *growth in learning* idea to your own life. Choose something you learned when you were younger and that now has become an important part of your life. Describe this learning process in the spaces below.

   I learned: ____

   ____.

Growth in Learning →

Awareness	Understanding	Adopting
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________

2. *Ways of Learning*. Below are four different ways through which learning can take place. Read about the four ways carefully and then rank them according to which you prefer [e.g., #1 (like most) . . . #4 (like least)].

Learning Can Occur Through:	Rank Your Order
• Reading (e.g., books, magazines, newspapers, labels, etc.) Reading relates most often to the left hemisphere.	________
• Hearing (e.g., lectures, tapes, records, concerts, etc.) Hearing relates most often to the left hemisphere.	________
• Modeling (e.g., watching someone else, movies, pictures, etc.) Modeling relates most often to the right hemisphere.	________
• Experience (e.g., doing it yourself, learning by doing) Experience relates most often to the right hemisphere.	________

3. *Learning Pattern*. The following learning pattern occurs throughout the entire learning growth process (Awareness, Understanding, and Adopting). This pattern also can use any one, or all, of the ways of learning described above. The most effective pattern occurs when there is a balance between those ways relating to the left hemisphere and those relating to the right. The following chart explains the four-step learning pattern.

(See the next page for the chart.)

LEARNING PATTERN

Steps	Ways The Steps Can Occur:
1. Exposure	Reading Modeling Hearing Experience
2. Repeated Exposure	Reading Modeling Hearing Experience
3. Responding	Experience by doing (e.g., through action, writing, drawing, verbally explaining, etc.)
4. Reinforcement	Through the response of others (e.g., verbally, grades, actions, etc.) and/or through the response of self (e.g., inner satisfaction, self-worth, etc.)

Fill out the chart below with your own experience. Choose something you have learned during the past year and write it down. Then apply the four steps of the learning pattern to what you learned.

I learned: ____

____.

STEPS OF LEARNING PATTERN	WAYS THE STEPS OCCURRED FOR ME:
1. First Exposure	
2. Repeated Exposure	
3. Responding	
4. Reinforcement	

4. *Study Skills and Study Systems.* Any one, or all, of the first three steps of the learning pattern could be done while studying. It is important for students to know about their personal study skills and how these skills can form a personal study system. Students will want to examine their existing *study skills.* It could be helpful to use more often those skills in which they have most strength while they continue to improve weaker skills.

Below is a list of several study skills. Add others if you wish. Several of the skills have been previously noted under the creativity and memory sections. After you have read through the list of all the skills, return to the beginning and rate your ability to perform each of them.

Study Skills	My Rating				
• Reading	Needs Help!	Working On It	OK	Good	Great!
• Reading Comprehension	Needs Help!	Working On It	OK	Good	Great!
• Writing	Needs Help!	Working On It	OK	Good	Great!
• Listening	Needs Help!	Working On It	OK	Good	Great!
• Concentration	Needs Help!	Working On It	OK	Good	Great!
• Ability to Question	Needs Help!	Working On It	OK	Good	Great!
• Ability to Visualize (Imagery)	Needs Help!	Working On It	OK	Good	Great!
• Others ____________ ____________	Needs Help!	Working On It	OK	Good	Great!

A *study system* involves creating a consistent pattern of using skills in order to study. For example, when some students are faced with a reading assignment, their system preference is: (1) skim the reading material, (2) identify questions to be answered, (3) read carefully (concentration), (4) write the answers to their questions, and (5) speak their answers verbally (e.g., in class or to themselves). In addition, some students might include imagery, listening to tapes of someone reading, or others. The type of study system used may also vary with different subject matter. Even though there are different study systems, as there are different people, it is important to include a variety of skills that make use of both the left and the right hemispheres.

What is your study system like? Choose one of your school subjects and describe the study system that you apply to that subject. Be sure you list the skills in the order you use them.

School Subject: ______________________________

My Study System: ____

____

____

____

____

Do you feel that this study system works well for you? ______

If not, where are you having problems? ____________________________

____

____.

MEMORY

The ability to remember is something we experience from infancy on through the rest of our lives. Having a good memory is a very important part of learning and of living. Since there is more and more to remember as each generation adds to the amount of knowledge in our world, it is interesting to understand how we can remember as much as we do. Scientific evidence has found that memory can be evoked when different portions of the brain are stimulated. This would indicate the importance of involving both the right and left hemispheres of the brain when trying to memorize something. It would also indicate that the brain might be capable of remembering even more than it does now.

Memory skills can be increased through learning and practice. We are going to examine three major factors that influence your ability to remember: *desire to remember*, *concentration*, and *memory systems*. Each of these factors relate to skills which use both hemispheres of the brain.

1. *Desire to Remember*. Wanting to remember something makes a lot of difference in whether you will remember it or not. Some people cannot (or do not want to) make the effort to remember things unless they can see exactly how that information can be useful to them, while others are able to (have the desire to) "soak information up like a sponge." What about you?

   Name something you find easy to remember. ______________________________
   ____.

   Do you *want* to remember it? ____. Why? ______________________________
   ____.

   Name something you have a really hard time remembering. __________
   ____.

   Do you really *want* to remember it? _____.
   Why do you think it is hard to remember?______________________________
   ____
   ____.

2. *Concentration*. Concentration is the ability to channel our mental and emotional energies so that we can focus our awareness and attention on what we wish to remember. Concentration skills can be learned and practiced in order to encourage a better memory. Two major sources--outer distractions and inner distractions--interfere with the awareness and attention necessary for concentration. Outer distractions refer to such things as sounds in the environment, uncomfortable furniture, poor lighting, conflicting activities or demands, and others. Inner distractions are much harder to deal with because they involve ourselves--the

inner voice that is always there. We carry on a continual inner dialogue about what we are experiencing, and the amount we attend to that inner dialogue affects our ability to concentrate.

How would you rate your concentration skills?

Terrible — Poor — Fair — Good — Excellent

What interferes most with your ability to concentrate?

☐ Outer Distractions ☐ Inner Distractions

What kinds of outer distractions really bother you? ____________________

____.

What are you able to do about them? ______________________________

____

____.

As you try to concentrate, when does your inner dialogue get loudest? ____

____.

What are you able to do about it? ________________________________

____

____.

3. *Memory Systems*. There are many memory systems that people use to help them to remember. Usually within these systems an increased emotional interest occurs so that attention and awareness are concentrated on what is being learned. The following are some examples of memory systems; we will be examining them more closely later in this seminar.

- Repetition (e.g., reading, seeing, or hearing something over and over again)
- Visualizing written material in your mind (e.g., being able to "see with your mind's eye" the written words you were reading in a book)
- Visualizing images of things out of proportion (e.g., visualizing a huge chicken in the meat case of the store so you will remember to buy a chicken)
- Visualizing images with exaggeration (e.g., visualizing twenty huge chickens in the store's meat case so you will remember to buy a chicken)

- Adding action to visualization (e.g., visualizing an animated chorus line of chickens in the store's meat case so you will remember to buy a chicken)
- Linking items with other items that have to be remembered in sequence [e.g., remembering the musical "space notes" in the treble cleff (F, A, C, E) by linking them together to spell "face"]
- Linking items that have to be remembered in a sequence to a different sequence you are already familiar with [e.g., remembering the musical "line notes" in the treble cleff (E, G, B, D, F) by linking them with a sentence whose initial letters match the notes (Every good boy does fine.)]
- Linking items that have to be remembered in a sequence with items that have a similar sound to the words or numbers you want to use (e.g., #1 Saw, #2 Hammer, . . .: the number *one* sounds like "wand," so visualize a saw waving a magic wand; the number *two* sounds like "toot," so imagine a hammer going down the track saying "toot-toot," and so on)

When you have a hard time remembering things, what kind of memory system (or systems) do you use? ______________________________

____

____

____

____

Does it (or they) work well for you most of the time? ____________

____

____

____

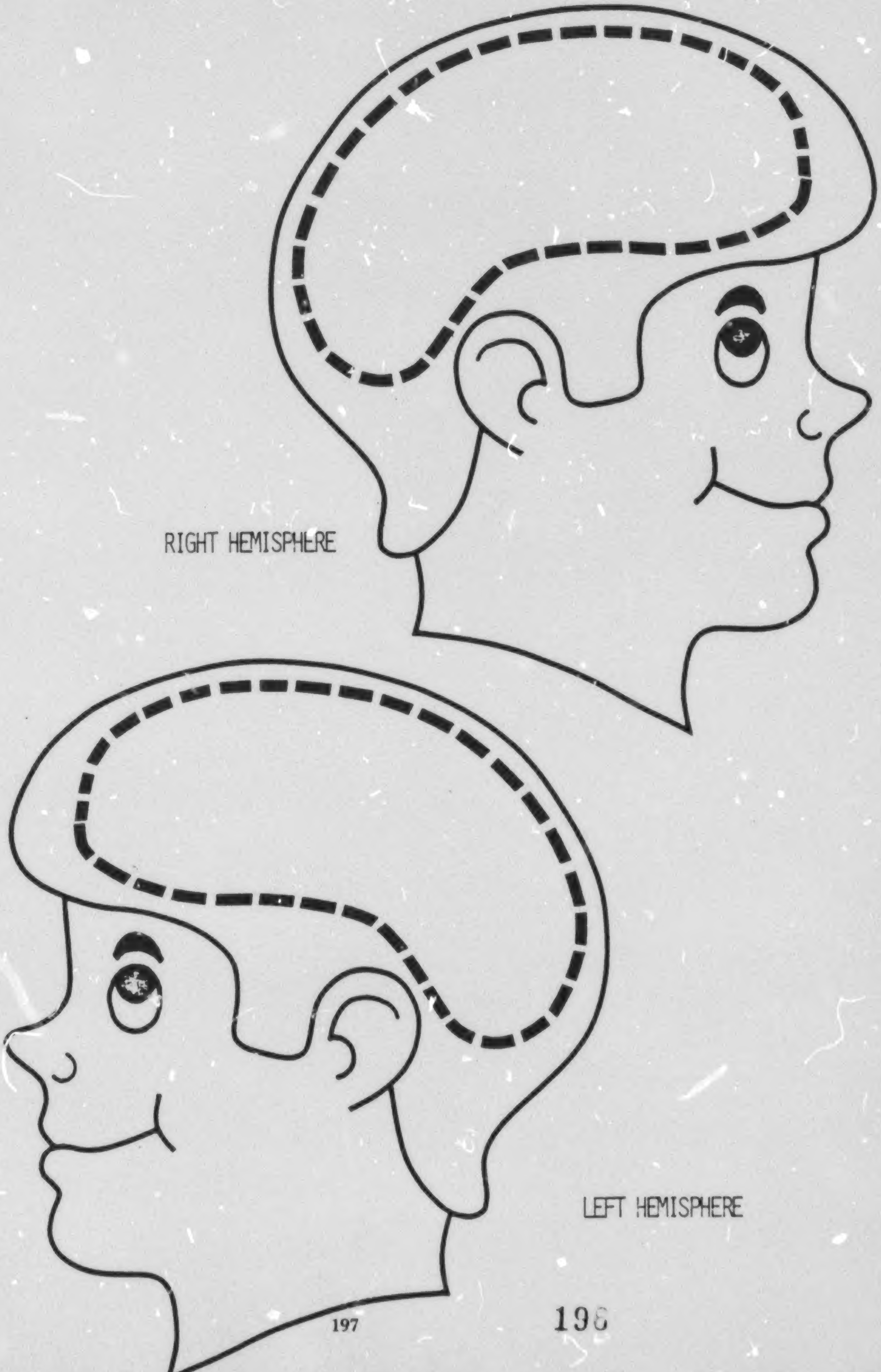
If not, why? ____

____

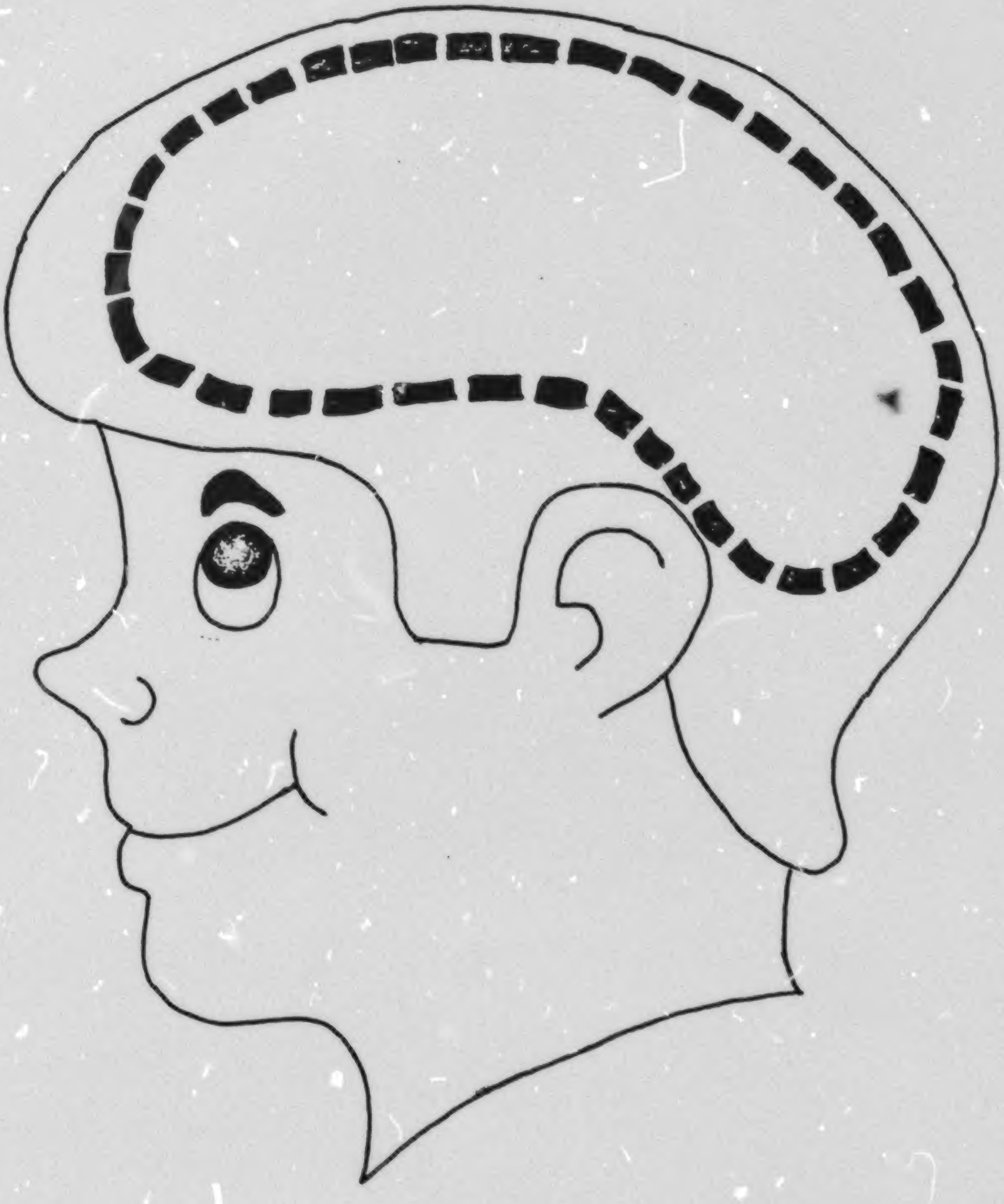
____

____

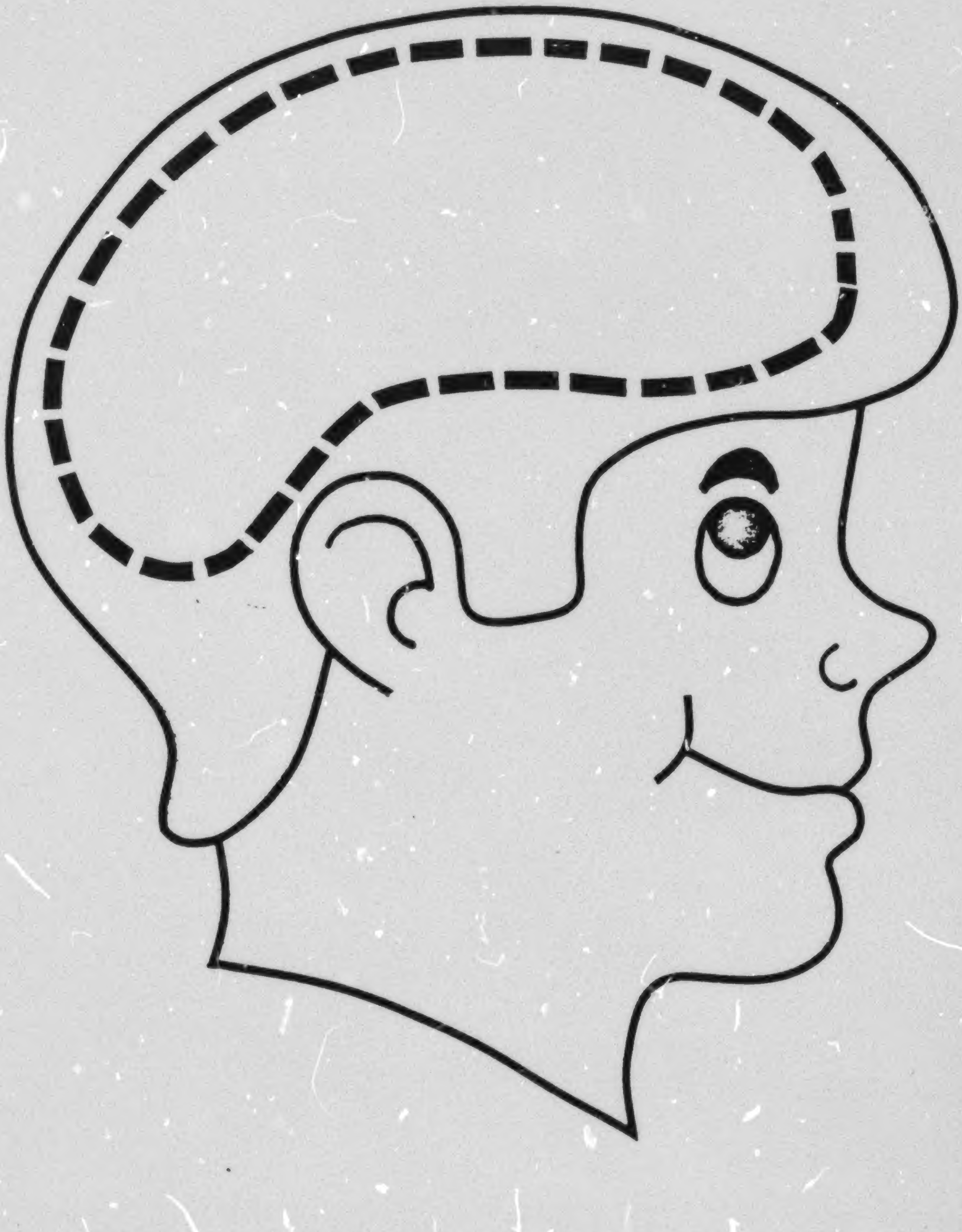
____


RIGHT HEMISPHERE
LEFT HEMISPHERE

LEFT HEMISPHERE



RIGHT HEMISPHERE



ENCOURAGING-A-HEALTHY-MIND SURVEY

CREATIVITY

Creativity is a process that uses both the right and the left hemispheres of the brain. This part of the survey about creativity has two parts. First you should recall a time when you did something creative (solved a problem or did something in an unusual or different way). Briefly describe this event.

A creative time for me was when I ______________________________________

____

____.

Next read about the *steps of creativity* and write down how those steps applied to that time you were creative.

STEPS IN CREATIVITY	HEMISPHERE USED	STEPS IN CREATIVITY FOR ME
1. *Need.* You either see or feel that there is a need. You can deliberately set out for a solution to a problem or just have an uneasy feeling that something is not right.	Left Hemisphere or Right Hemisphere	
2. *Information.* You always need information upon which to base a creative solution. Sometimes this information has been gathered before the need presents itself and/or sometimes additional information is gathered after you identify the need.	Left Hemisphere	
3. *Images.* In this step the answers to your need are represented in actual images of the solution or in	Right Hemisphere or Right Hemisphere and Left Hemisphere	

symbolic images. A symbol is one thing that stands for something else (e.g., the sign + stands for the process of addition). This can occur as a subconscious process much as a chicken "incubates" an egg or it can be a more conscious process of seeing images of the solution and trying to relate those images to what you know about the need.		
4. *Understanding.* This is very closely related to Step 3. It is the "aha" process of translating the images into an understandable solution for your need. You are able to feel right about the solution you have created.	Left Hemisphere and Right Hemisphere	
5. *Action.* During this step you take the creative solution to your need and put it into action.	Left Hemisphere and Right Hemisphere	

GOALS AND IMAGERY

Materials and Resources:

1. Drawings or pictures of the brain to be posted on the wall or bulletin board (from previous meeting)
2. Resource drawings of the Right/Left Hemisphere pictures to be posted near where the students sit (see resource pages)
3. Extra copies of charts explaining the goals of behavior (see Psychological Education) to be posted near where the group sits
4. Encouraging-a-Healthy-Mind Survey for use by students who have forgotten or misplaced theirs
5. Leader's completed copy of Encouraging-a-Healthy-Mind Survey to use as a model during the discussion period
6. Copies of Decision Time activity sheet for each student
7. Copies of Creativity homework assignment for each student
8. Chalkboard and chalk or poster paper and markers
9. Resources you have collected containing information about the topics covered in this seminar (for students desiring further understanding)

Directions:

1. Begin this meeting by having the students share the Right/Left Hemisphere activity sheets from the previous meeting. Discuss the different concepts they included for each hemisphere. As each new area is discussed, print it on the larger drawings that have been (or will be) posted nearby. Encourage the students to discuss their reactions to what they have learned about hemisphericity.
2. Next, have the students get their homework assignment Encouraging-a-Healthy-Mind Survey. Give extra copies to any students who have forgotten or misplaced theirs. Reassure students that they will not have to share what they have written unless they wish to. Indicate that you will go through each section together in order to (1) clarify the topic and its different parts, (2) share reactions and feelings, (3) examine how these topics relate to the goals of behavior, to communication, and to the satisfaction of their entire being.

3. Begin with the section on creativity. Use your survey as an example of the type of responses that could have been written. The amount of time you spend in further explanation and attending to the handout descriptions will depend upon your perception of the students' concept of the material. Allow students who wish to share their survey responses to do so. Include in the discussion how openness to creativity, or the lack of it, relates to the goals of behavior (refer to the goals of behavior posted nearby), to what they communicate to self and others, and to the health of their entire being (e.g., physical, emotional, social, life spirit).

4. Continue through the remaining sections on memory and learning in the same manner. Use your completed survey as a model, allowing students to share their responses when they desire. Use further resources or explanations to help students to understand both topics.

   Then discuss how openness, or resistance, to remembering and learning relates to their behavior pattern, to what they communicate concerning those topics, and to their total satisfaction.

5. Distribute a copy of the Decision Time activity sheet to each student. Review the directions and items to see if any need clarification. Allow the students to complete the activity sheets individually. This activity sheet is for the students' use only and should not necessarily be shared or discussed. The only thing the group might want to discuss about Decision Time is if it was hard to make this kind of decision and why it was or was not.

6. Explain to the students that in an attempt to encourage these aspects of a healthy mind, you will all be learning about different "tools" that can be helpful. The "tool" that will be experienced during the remainder of this session will be imagery, with a special emphasis on creativity in imagery. Remind the students of their imagery experiences in Psychological Education and Physical Education. If the students have forgotten, you may wish to take them through the guided-imagery experience The Lemon Story found in Psychological Education.

7. Begin the students' experience in creative imagery by asking them to sit up straight in a comfortable position and to listen carefully. Lead them in a progressive relaxation something like this:

> Close your eyes and take a big breath. Slowly exhale and as you do, relax your whole body a little. Now, while you breathe quietly and slowly, you will become even more relaxed. Begin at your feet; let them relax along with your ankles. Move slowly up to your leg muscles and let them relax. Breathe slowly and relax more. Now as you breathe, let your stomach and chest muscles relax. Breathe slowly and let your whole body relax. Now let your arms, wrists, and hands relax. Breathe slowly, relaxing more. Now let your face muscles, tongue, neck, and scalp muscles relax. Breathe slowly and relax a little more. Now breathing slowly and with each breathe become more and more relaxed in your whole body.

When the students are relaxed, lead them into imagining-creating in their mind's eye the following scene:

> Imagine a very long ladder leaning against a box that is six feet tall. Let's climb the ladder and see what is inside that big box. Count the steps--1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Now you can see inside the large box. It's a little dark inside the box, so it is hard to tell exactly what is there. You can see though that there is only one thing and the top of it is smooth and bright purple. Let's climb the rest of the steps and drop down inside of the box. There we are. Feel the object inside. Is the object hard or soft on the bottom? What shape is it? Feel all around the object. As you walk around inside the box, you find a flashlight. Turn it on and look at your mysterious object more carefully. Now it is time to climb out of the box. Here is another ladder on the inside of the box. Climb the steps--1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Climb the rest of the steps and drop down on the outside. Now return to your chair and feel your body relax. Breathe slowly. You are now back with the rest of the group. Open your eyes.

8. Allow the students to tell what object they "saw" in the big box during the imagery story. If you have additional time available, you may want to let them draw the object they imagined.

9. The following imagery may be used in the place of or in addition to the previous one. This will depend on the time available for the group meeting(s).

   Prepare the students by taking them through a similar relaxation sequence to that described in #7. When they are totally relaxed, have them imagine-create in their mind's eye their ideal birthday party, something like this:

   > Picture in your mind's eye, in bright red numbers--the age you will be on your next birthday. See these looming before you until they fill your whole field of vision. This is your day, your next birthday, and you can envision it to be any way you want. Your family and friends have prepared a celebration for you. Who is invited? Picture them all coming into the place where the party is to be held. See in your mind's eye who is there, see everyone lined up around the room. Is the party being celebrated inside or outside? Is there any special activity going on for your birthday? What kind of cake do you have? See the guests bringing it to you with the candles burning, make a wish and blow them out. As you cut the cake, note what color and flavor it is in the inside. After everyone has eaten, visualize yourself opening your presents that your guests have given you. See one by one all the things you wanted for your birthday. See yourself and your guests all very happy. See the large red numbers of how old you will be on this birthday. See them again very, very large and see them gradually fade before you shrinking in size until they disappear. Now that they have disappeared, feel once again that deep relaxation. Breathe slowly and deeply. Move your hands once. Move your feet once. Now open your eyes.

10. Let the students describe their birthday parties if they wish. Or you might want to let them draw the birthday scene they visualized.

11. Distribute to the students the Creativity homework assignment. Ask them to bring the completed assignment to the next group meeting. Allow students to look over the directions during the meeting and clarify any questions they might have.

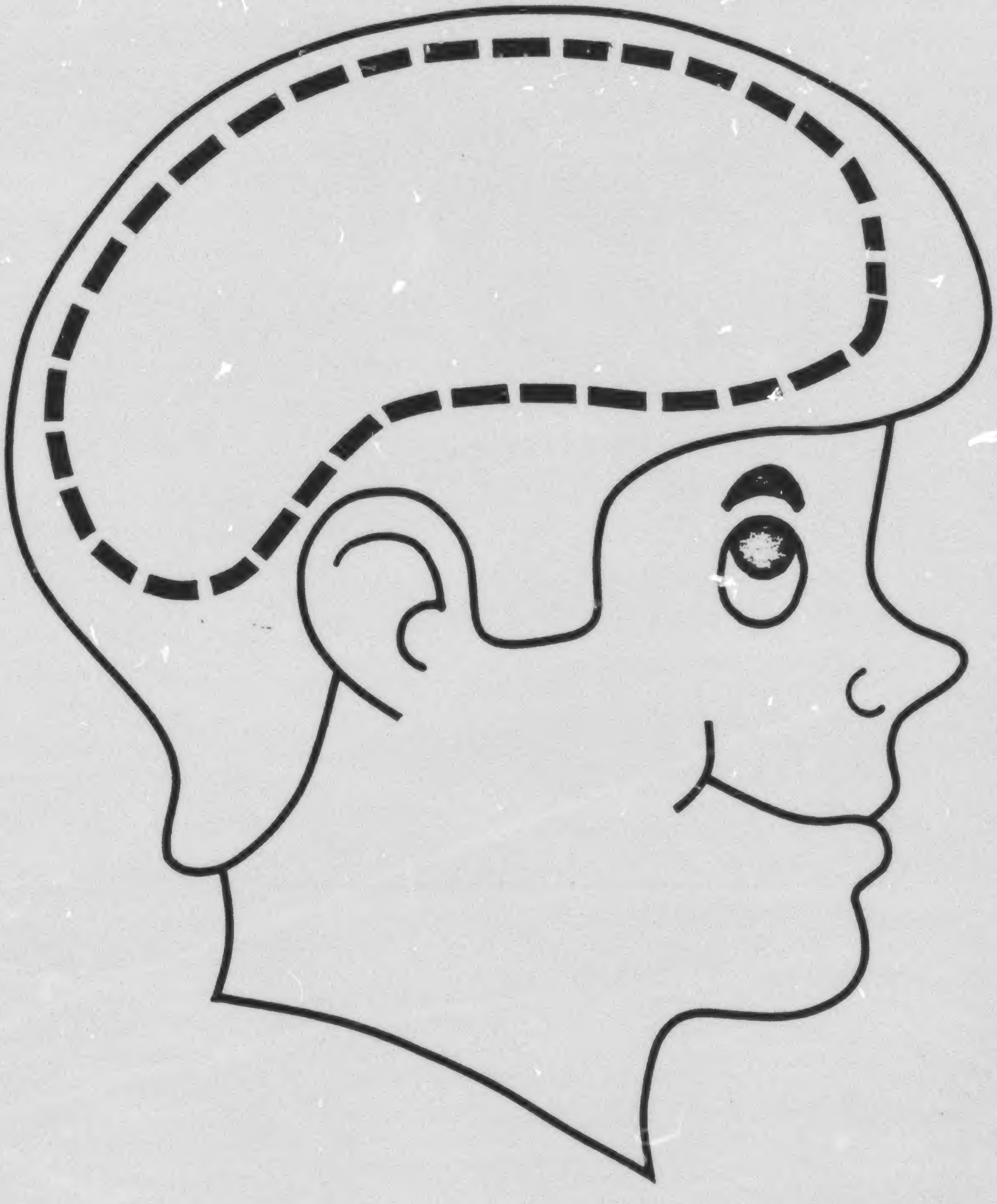
Adaptations:

If time allows to have extra group meetings, use both imagery exercises and do the homework assignment during a meeting.

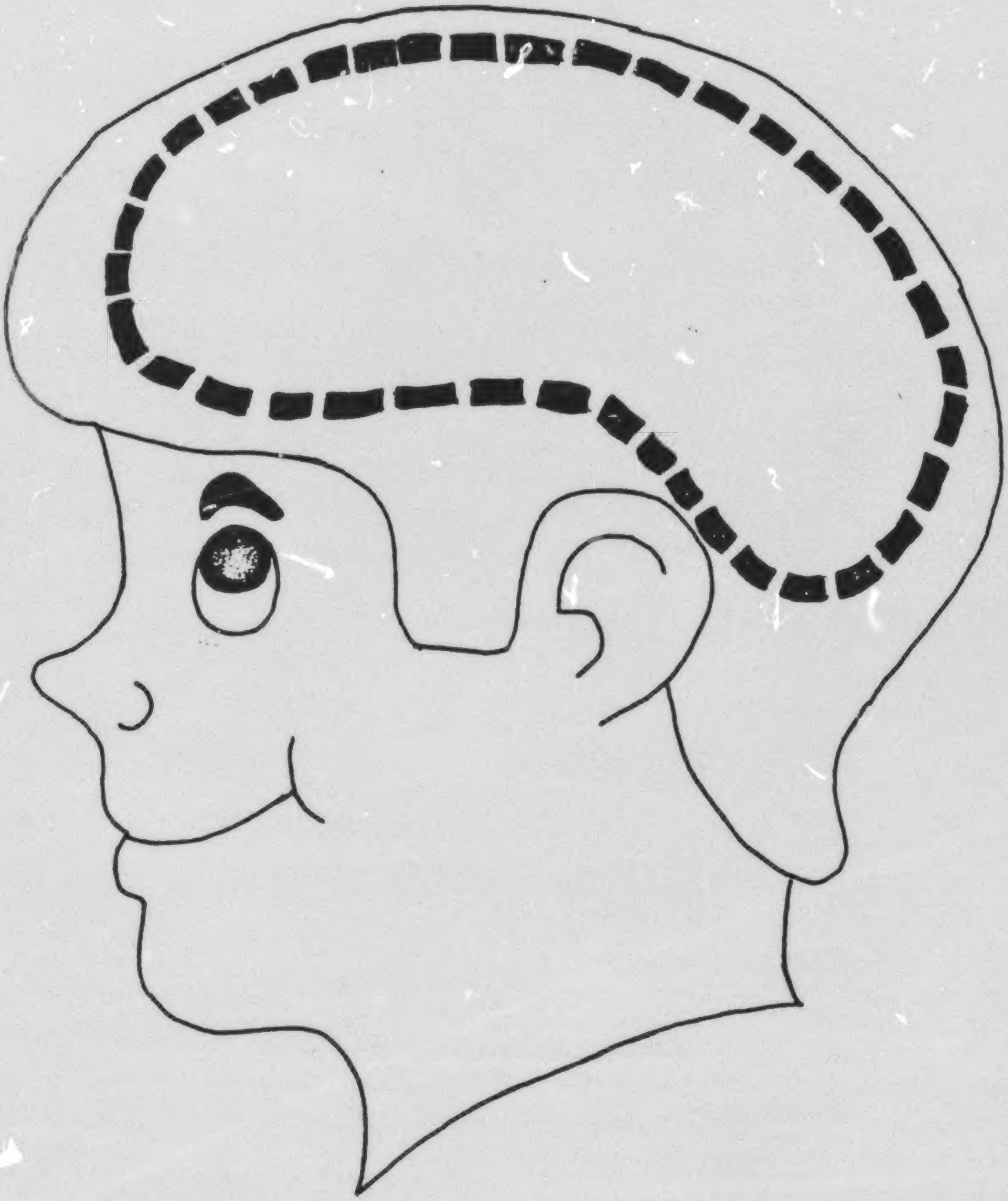
Evaluation:

Decision Time activity sheet
Built into discussion

RIGHT HEMISPHERE



LEFT HEMISPHERE



DECISION TIME

PART ONE: Rate yourself on your present abilities as you see them.

1. My ability to be creative is

Terrible	Poor	OK	Good	Terrific

2. My ability to remember is

Terrible	Poor	OK	Good	Terrific

3. My learning skills are

Terrible	Poor	OK	Good	Terrific

PART TWO: Describe, by using the rating scale, what you are presently communicating to yourself and others.

1. My actions and talk say that creativity is important

Not at all	Not Often	Sometimes	Usually	Always

2. My actions and talk say that memory (remembering) is important

Not at all	Not Often	Sometimes	Uusally	Always

3. My actions and talk say that learning skills are important

Not at all	Not Often	Sometimes	Usually	Always

PART THREE: Complete this part by writing briefly your own answers in the blanks.

1. The area(s) that I think I need to improve:

2. Why do you think the above needs improvement?

3. How do you think you could begin improving what you described in #1?

CREATIVITY

While doing these different exercises, use imagery as much as possible. "See" in your mind's eye what you are trying to describe on paper. Remember that you are only limited by your own limitations! Be creative. Write your ideas on the blanks provided.

USES?

What are all the uses you can think of for a tire?

DOODLES?

Draw a doodle in one second. Look at it from all angles. What different things does it look like?

Doodle↑

WHAT IF?

What if people could shrink or get larger whenever they wanted to?

DON'T FORGET!

Materials and Resources:

1. Drawing or pictures of the brain, resource drawings (see previous session) to be displayed around the room

2. Creativity homework assignments from the previous meeting; have extra copies available for those students who forgot or misplaced theirs

3. Blackboard and chalk or poster paper and markers

4. Copies of the Memory Systems informative handout for each student

5. Copies of the Don't Forget activity sheets for each student

6. Copies of the Using What We Learn homework assignment for each student

Directions:

1. Review the homework assignment on creativity with the students. Encourage their attempts to think in new and different ways. Have extra copies of the assignment available for those students who forgot or misplaced theirs. In this way they also can follow along with the rest of the group. As the students discuss their ideas in the different sections, reinforce the concept of the five steps in creativity: need, information, images, understanding, and action.

2. Indicate that during these sessions we will be developing "tools" for them to use as a means of encouraging a better balance between the left and right hemispheres of the brain. Remind the students that during the last meeting we experienced imagery as such a tool. During this session we will concentrate on memory systems and logical self-talk.

3. Review with the students that one facet of memory is the desire to remember. Often that desire, or lack of it, is directly related to the kind of self-talk (or inner dialogue) we give ourselves. Using the blackboard and chalk (or poster paper and markers) review the A-B-C concept of logical self-talk. Refer to Psychological Education, Seminar III if further background is needed. The amount of time you spend on this review will depend entirely on how well your group has grasped the application of this concept in their lives.

4. Guide the group in developing some illogical beliefs that influence one's desire to remember (e.g., that information isn't going to help me in the future, I won't ever meet that person again, etc.). Write these on the chalkboard or poster paper. With the group, discuss what is illogical about the statements and then add replacement logical statements. Give an example of how you have experienced this concept in your ability to remember and then allow the students to give examples if they desire.

5. Distribute the copies of the informative handout Memory Systems to the students. Read through the handout together, stopping after each section to discuss relevant experiences, opportunities for application, and so on.

6. After the group has gone through the handout, distribute the copies of the Don't Forget activity sheets. Have the students get into groups of two and go through the sheet together. Set a specific time limit for them to finish this activity.

7. Distribute copies of the homework assignment Using What We Learn. Allow the students to read through the assignment and clarify any questions they may have.

8. Right before dismissing the group, test the students to see if they remembered what they learned from the activity sheet.

Adaptations:

If time allows for further sessions, spend more time on each individual memory system and its application.

Evaluation:

Built into discussion
Homework assignment

MEMORY SYSTEMS

Your mind will remember almost anything that catches its attention long enough. The key is being able to focus attention and awareness on what is being learned. For you, as a student, it is very important to learn how to control your emotional interest so that you can concentrate enough on what you are learning to remember it later. One way to help control your emotional interest is through the use of memory systems. Many memory systems are particularly helpful when attempting short-term memory work. When you wish to remember something over a long period of time, however, these systems need to be used along with practice (repetition) or experience. The following eight memory systems are only a few examples of many methods people use to help them remember. Students can use any one or more of these systems at a time to help reinforce the memory of what they are learning.

REPETITION. This method is one of the most common ones students use. It can be used along with other memory systems to help reinforce long-term remembering. Repetition involves reading, seeing, hearing, or doing something over and over again until your response becomes automatic. A good example might be the piano student who practices the same song over and over and over until it is memorized. Eventually, if this process is done long enough, the pianist can play the song without having to really think about what note to hit next.

VISUALIZING WRITTEN MATERIAL. With this system you are able to "see with your mind's eye" the written words on a page that you were studying. This written material may be something you were reading in a book, notes you had written yourself, and so on. Often students may read an assignment and then outline what they wish to remember by using key words. By visualizing this outline, they can recall the content of their assignment.

VISUALIZING IMAGES-PROPORTION. Another way of attaching added interest to something you are trying to remember is by visualizing it out of proportion (either much smaller or much larger than normal). Concentrating long enough to visualize in detail the size of something will increase the awareness needed for remembering. For example, if you are sent to the school supply room to get paste and construction paper, you might visualize a huge glob of paste on a piece of construction paper the size of a carpet. This method is also often used with the next two systems--exaggeration and action.

VISUALIZING IMAGES-EXAGGERATION. Visualizing with exaggeration is very similar to the previous system. However, the item(s) you are trying to remember, in this case, are exaggerated in number or amount. Using an example similar to the previous one: if you are sent to the school supply room to get paste and construction paper, you might visualize a glue bottle and construction paper stacked to the ceiling. Here again, taking the time to visualize and focus on detail can help you concentrate enough to remember.

VISUALIZING IMAGES-ACTION. This system operates on the same principle as the previous two--attending to detail in visualization. In this case the detail takes the form of action, like watching an animated cartoon in your mind. If you were again sent to the school supply room for glue and construction paper, you might visualize butterflies with glue bottle bodies and construction paper wings flying around the room. Or you might imagine yourself juggling glue bottles and packages of construction paper. Your only limitation is yourself.

The rest of the memory systems deal with situations when you need to remember several things or ideas in a certain order (sequence).

LINKING THINGS WITH EACH OTHER: When you have to remember a list of items or a list of key words that stand for phrases in a special order, then it sometimes helps to connect those items together in some way. Many times this is accomplished through visualization. If you are trying to memorize a speech you have to give in science class about ants, you could memorize four major key words of what you want to discuss (ant, wings, worker, hill) by connecting them through visualization. You could imagine a huge *ant* sitting in your driveway; then imagine that ant spreading out *wings* that make it look like an airplane; next imagine those wings starting to fall and 100 *workers* in hard hats come running to fix the wings; and lastly imagine these workers in hard hats pushing the ant-plane up a *hill*.

Linking items together does not always have to be done through visualization. For example, the names of the musical "space notes" of the treble clef can be linked together to spell the word FACE.

LINKING THINGS TO ANOTHER SEQUENCE: This system works well when you have many items or ideas to remember. It can be used in such a way to remember things in sequence because you are linking those items to a sequence you are already familiar with. One way of doing this is to match what you are trying to remember to the tune of a familiar song. The melody then triggers the memory of the matching words.

Still another example is using the same beginning letters of words in a sentence to match the letters of what you want to remember. Memorizing the names of the musical "line notes" in the treble clef (E,G,B,D,F) becomes easier when you link them to the initial letters of the words in the sentence Every good boy does fine.

LINKING THINGS TO A STANDARD SEQUENCE. This system may seem more complicated, but once you have your standard pattern established it will be easy to use. The first step involves matching numbers (e.g., 1 through 12) to words that sound like those numbers. For example #1 sounds like wand, #2 sounds like toot, #3 sounds like tree, and so on. This becomes your *standard sequence* and can be used for helping you remember any twelve items. For remembering a sequence of more than twelve items, you might want to create a standard sequence using the letters of the alphabet. Below is how you might link what you want to remember to your standard sequence through visualization.

Standard Sequence	To be Remembered	Visualization
#1 : wand	saw	Imagine a saw waving a magic wand.
#2 : toot	hammer	Imagine a hammer on a railroad truck saying "toot-toot."
#3 : tree	chisel	Imagine a chisel carving a tree into a toothpick.
And so on	And so on	And so on.

DON'T FORGET

Directions: Decide and write below which memory system(s) you will use to help you memorize the list of words found in the box. Discuss with your partner how you plan to use that system. After a short time, take turns testing each other on the words. Discuss and write below how the memory system worked for you.

WIND INSTRUMENTS

Trombone
Trumpet
Tuba
Coronet
French Horn
Oboe
Bassoon
Clarinet
Flute
Piccolo

What memory system(s) will you use?

How did the memory system(s) work for you?

Were you able to remember all the words?

USING WHAT WE LEARN

Apply what you have been learning about memory systems to something you need to remember for one of your classes in school. Complete the questionnaire below in the spaces provided.

Class______________________________ Describe what you are trying to remember by listing only the key words that will stand for the larger concepts you need to know.

Which memory system(s) will you use?

Describe your use of this system. Include examples of any visualizations you use.

Do you feel that using this system is helping you?

LEARNING

Materials and Resources:

1. Continue to display drawings and pictures posted for previous Seminar IV meetings
2. "Using What We Learn" homework assignment from meeting #3
3. "Copies of "Balanced Learning in Classes" activity sheet for each student
4. Copies of "Balanced Learning Experience" homework assignment for each student
5. Chalkboard and chalk or poster paper and markers

Directions:

1. Ask students to take out their homework assignment from the previous meeting. Discuss their reactions about the assignment. What was difficult for them? What did they like most about it? Use the copy that you filled out and experienced as a model to share with the group. Then allow the students to share the results of their assignment if they desire to.

2. Indicate to the students that you wish to review some of the things they have learned in this Seminar so far. As students brainstorm the concepts that were meaningful to them, write these on the chalkboard or poster paper. Be very familiar with the theories and ideas so you can fill in any gaps or correct misconceptions that might arise.

3. Channel the discussion into considering how these concepts affect their learning at school, at home, and so on. Particularly relate the ideas of hemisphericity to learning patterns. Bring the students to a realization that in attempting to create a balanced learning pattern, they will maximize their power to learn and increase their chances for remembering what they learn.

4. Discuss what a balanced learning pattern means (e.g., having skills and methods of learning that appeal to both the right and left hemispheres of the brain). Review the Ways of Learning (e.g., reading, hearing, modeling, experience) and the study skills (e.g., reading, reading comprehension, writing, listening, concentration, ability to visualize, etc.) found in the Encouraging-a-Healthy-Mind Survey from meeting #1. Discuss whether these

different aspects of learning relate to the left hemisphere, the right hemisphere, or both.

5. Distribute the Balanced Learning in Classes activity sheets. Assign each student (or students in groups of two) a different class that they have in school to analyze in this activity. Allow the students time to complete the activity sheets. Then bring the group together again and discuss their results.

6. Distribute the Balanced Learning Experience homework assignment. Allow students to read through the assignment. Make sure they understand the directions. Ask students to bring the assignment sheet with them to the next meeting.

Adaptations:

If you have more time for additional meetings, adjust this lesson into two different sessions and allow the students to experience the homework assignment within the group session.

Evaluation:

Built into discussion
Balanced Learning in Class activity sheet

BALANCED LEARNING IN CLASSES

Directions: Choose one of your classes and describe how you learn about that subject by completing the following activity sheet.

Class_________________________ When do you have it?____________

Ways of Learning	How does this apply for your class?	When does this occur--in class or as homework?	How do you like this way?
Reading			
Hearing			
Modeling			
Experience			

Does learning in your class lean more towards the left hemisphere, right hemisphere, or is it fairly balanced?

If learning in this class is not balanced, what could you do on your own to make it more balanced?

BALANCED LEARNING EXPERIENCE

Directions: Choose one object in your home environment that you would like to learn about. This could be anything you can think of (e.g., a tree in the yard, a lemon in the refrigerator, a pencil sharpener, a plant, anything). After you have chosen the object, then use both hemispheres of your brain to learn about it. Describe below what you learned and how you learned.

The object I chose was a ______________________________

____

Check the following blanks and complete the blanks that apply to your learning experience.

Reading. What did you read? ____________________________

____

What did you learn from your reading?

Hearing. Who did you listen to? __________________________

____

What did you learn from listening to this person?

Modeling. Who did you watch using that object? _____________

____

What did you learn by watching that person?

Experience. How did you use or experience the object?

What did that object feel like? ________________________

____

What did it smell like? ________________________

____

What did it taste like? ________________________

____

What did the object look like? ________________________

____

ENCOURAGING OTHERS

Materials and Resources:

1. Pictures or posters of students helping each other or helping younger children to put on the wall or bulletin board
2. "Balanced Learning Experience" homework assignment from meeting #4
3. Copies of Gameboard for each small group (two to four students)
4. Markers for each student to use on the Gameboard (could be borrowed from other games, could paint washers from the hardware store, etc.)
5. One die for each small group
6. Copies of the set of Game Cards for each small group
7. Copies of Seminar: A HEALTHY MIND - Evaluation Form for each student
8. Copies of My Personal Evaluation for each student
9. Chalkboard and chalk or poster paper and markers

Directions:

1. Begin this group meeting by having the students discuss their homework assignments from the previous meeting. If the group seems reluctant to share at first, use your "Balanced Learning Experience" homework (assuming you did it also) as a model for initial sharing. Encourage several other members of the group to describe their experiences. Discuss what they liked most about the assignment. Also discuss what they liked least.
2. Indicate to the students that during this last meeting of Seminar IV they will be reviewing what they have been learning and exploring how they might use this information to help others. To accomplish this, they will play a non-competitive game in small groups. The size of the small groups will depend on the number of total students. As leader you will want to have few enough small groups that you can monitor and interact with them frequently.

3. Leaders who wish to keep the gameboards and game cards over several years, may want to mount them on cardboard and/or laminate them with clear contact paper.

4. Divide the students into their small groups. Give each group a copy of the Gameboard, a set of the Game Cards, and a set of markers (one for each student). Explain to the students that the rules of this game are similar to those of the UNGAME (see Psychological Education, Communications Training). This is not to be a competitive game; each player has a turn to throw the die, advancing on the gameboard spaces equal to the number of dots showing on the die. As players advance, they should do what is indicated in the space. If the word CARD appears in the space, the player draws a card from the deck, reads it aloud, answers the question if there is one, and follows the directions. If the player cannot answer the question, that player may either draw another card or ask another player to help. This may only happen once. If other players disagree with what someone else has said, they cannot express that disagreement until it is their turn.

5. Set a specific time limit for playing the game. Warn the students five minutes before the playing time is up. During the time the students are playing the game, circulate among the small groups, encouraging, monitoring, and interacting when needed.

6. At the end of the game period, lead the students in a discussion of what they learned, which questions seemed easy, which seemed difficult, and so on. By monitoring the small groups, you will have a general idea of how well the students comprehend the concepts presented in this session. If you feel further reinforcement is needed, take the time now to discuss those concepts with the students. Use the chalkboard or poster paper as visual reinforcement.

7. Next, distribute copies of the two evaluation forms to each student. Have the students complete the forms individually. When the students have finished, have them turn in the forms to you. Indicate that you will return the personal form to the students at the next meeting. In this way, you will be able to get an overall evaluation of student progress as well as the evaluation of this seminar.

8. At the close of this group meeting, print the following on the chalkboard or on poster paper:

   HOMEWORK: Tell someone this week about the things you have learned in this seminar.

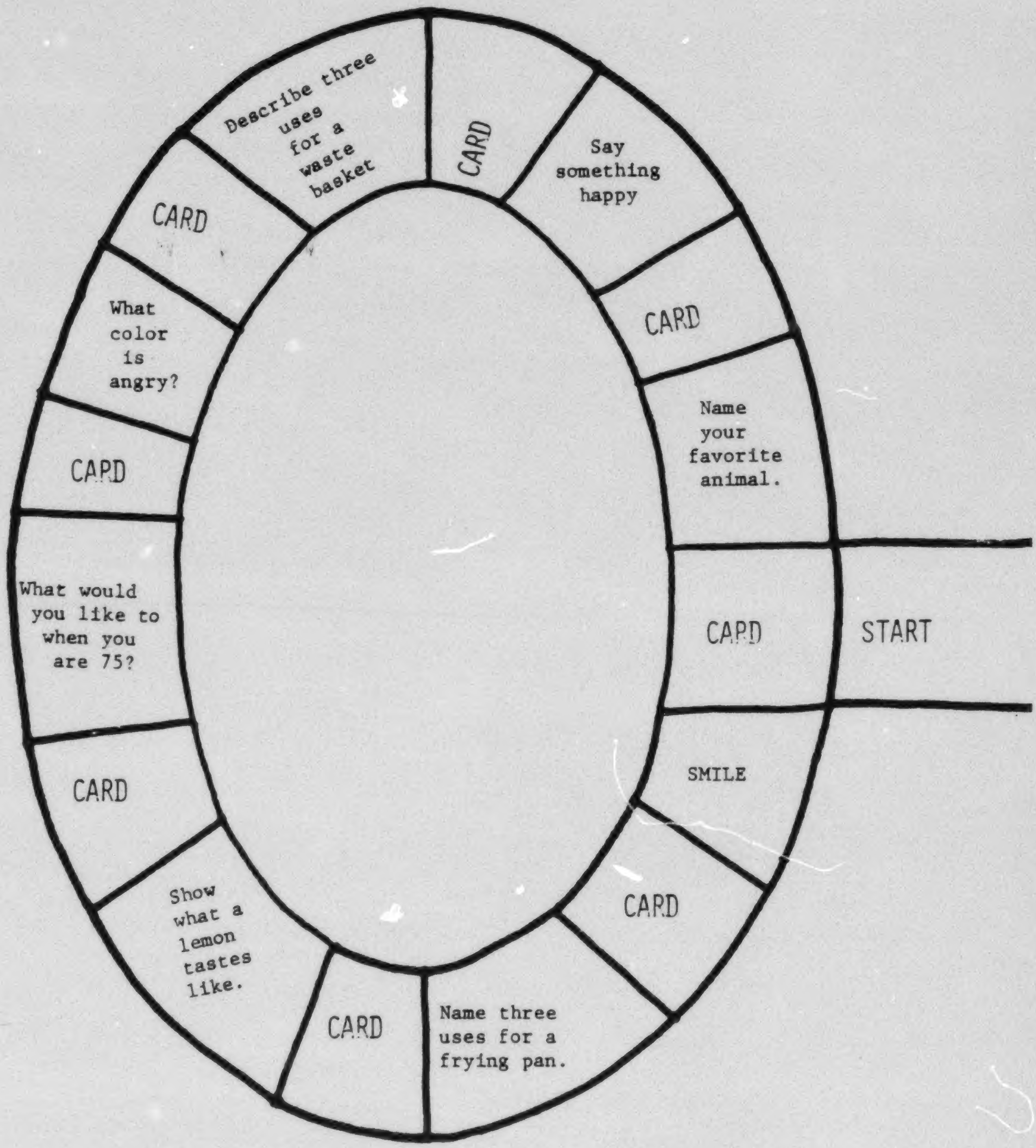
Adaptations:

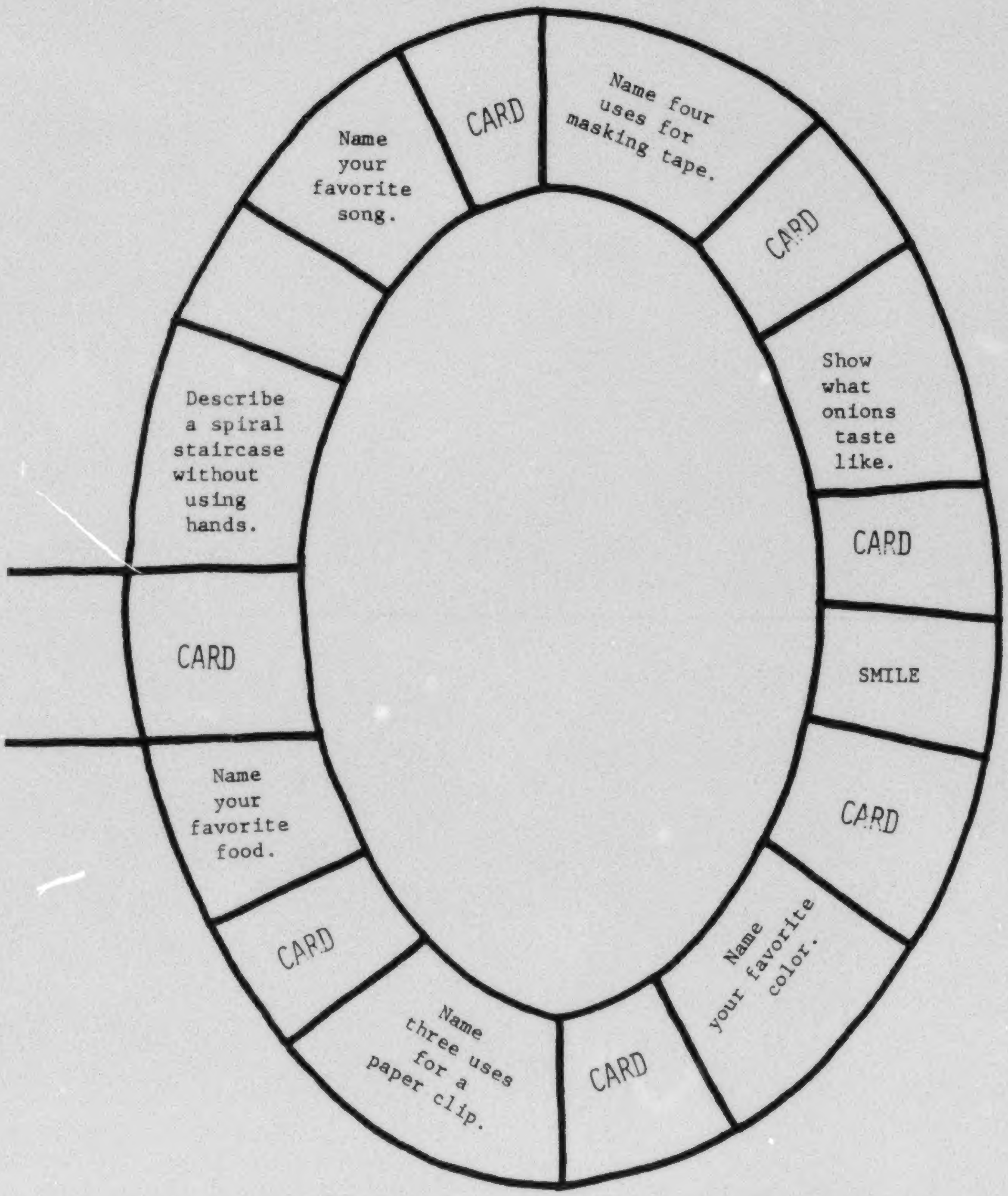
If more time is available for additional meetings, allow students to roleplay tutoring situations where they try to help persons of different ages to encourage their cognitive abilities.

Evaluation:

Game
Personal Evaluation Form
Seminar Evaluation Form

GAME BOARD


START
CARD
Name your favorite animal.
CARD
Say something happy
CARD
Describe three uses for a waste basket
CARD
What color is angry?
CARD
What would you like to when you are 75?
CARD
Show what a lemon tastes like.
CARD
Name three uses for a frying pan.
CARD
SMILE


CARD
Name four uses for masking tape.
CARD
Show what onions taste like.
CARD
SMILE
CARD
Name your favorite color.
CARD
Name three uses for a paper clip.
CARD
Name your favorite food.
CARD
Describe a spiral staircase without using hands.
Name your favorite song.

GAME CARDS

You are tutoring another student. Name one nonverbal way you can communicate that you care about that person. GO AHEAD 1 SPACE.	You have extra homework this hand. You are limited in the amount of time you can give to tutoring sessions. This sometimes limits your ability to help. How much time should someone spend in a tutoring session? GO BACK 1 SPACE.
You are explaining about the right and left hemispheres of the brain to a friend. Besides talking, you also use drawings to help explain--a good balanced learning experience! GO AHEAD 3 SPACES.	What does creativity mean to to you? GO AHEAD 1 SPACE.
One limitation to helping is that you cannot always control the environment: the parents of the boy you are tutoring are "putting him down" for trying to improve, he's becoming discouraged. GO BACK 1 SPACE.	You have agreed to tutor a very discouraged young student. One of the first things you will teach is about logical self-talk. What kinds of things would you say to this student? GO AHEAD 1 SPACE.
You are trying to help another student by tutoring in Creative Writing class. One thing you are teaching is how to use imagery. Describe how you would teach this to someone. GO AHEAD 3 SPACES.	Name two different kinds of memory systems. GO AHEAD 1 SPACE.
One limitation to helping is that you cannot always control another person's time: the girl you have been tutoring has been absent from school a lot and is becoming discouraged about everything connected to school. GO AHEAD 1 SPACE.	When is it easiest for your to concentrate on your homework? Why? GO AHEAD 1 SPACE.

You are planning your tutoring session for a young student. The subject will be memory systems. You realize that how old someone is sometimes determines how much they will understand. You keep the memory systems simple. GO AHEAD 1 SPACE.	Name four ways of learning. GO AHEAD 1 SPACE.
Describe the types of thinking directed by the left hemisphere. GO AHEAD 1 SPACE.	Name at least three study skills. GO AHEAD 1 SPACE.
You are tutoring a student your own age; you want to teach about balanced learning and study skills. What kinds of things would you say to this student? GO AHEAD 3 SPACES.	Name some ways you are limited in helping others. GO AHEAD 1 SPACE.
What kind of memory system would be right to teach a third grade student? GO AHEAD 1 SPACE.	Why can't most people draw and talk at the same time? GO AHEAD 3 SPACES.
You are tutoring a student your own age; you want to teach about memory systems. What kinds of things could you say to this student? GO AHEAD 3 SPACES.	What does balanced learning mean to you? GO AHEAD 1 SPACE.
Name one way you have used imagery in your school work. GO AHEAD 1 SPACE.	A student you are tutoring is having trouble concentrating on homework. What kinds of things can you tell this student about concentration? GO AHEAD 3 SPACES.
Name some things you would do if you were teaching a class and wanted all the students to learn. GO AHEAD 1 SPACE.	You are a tutor and you want the tutoring sessions to be learning experiences. What kinds of things could you do to help? GO AHEAD 1 SPACE.

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content

Not Very Well	O.K.	Very Well

2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned

Not Very Much	Some	A Lot

5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about a healthy mind with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

MY PERSONAL EVALUATION

Name______________________________________ Date______________

Directions: Read each item below. For each item, make an X on the blank to indicate if you can (YES) or cannot (NO) do that item.

	YES	NO
1. I encourage my own creativity whenever I can and I can tell how it relates to my well-being.	___	___
2. I continue to increase my memory skills and I can tell how memory relates to my well-being.	___	___
3. I can describe and evaluate my own learning pattern.	___	___
4. I am open to learning in all areas of my life and I can tell how learning affects my well-being.	___	___
5. I can indicate my goals of behavior when I resist learning, creating, or remembering.	___	___
6. I can identify my goals of behavior when I encourage my own learning, creativity, or remembering.	___	___
7. I can describe what I am communicating to myself and others through my present actions with learning, creativity, and memory skills.	___	___
8. I have decided if I want to continue or change my present attitudes and actions in learning, creativity, and memory skills.	___	___
9. I use memory exercises as a way of encouraging a healthy mind.	___	___
10. I am able to use logical self-talk as a way of encouraging a healthy mind.	___	___
11. Whenever possible I balance my learning experiences (for right and left hemispheres) as a way of encouraging a healthy mind.	___	___

		YES	NO
12.	I can share my knowledge with someone who is needing help in encouraging a healthy mind.	___	___
13.	I can communicate acceptance and show respect for someone who is needing help in encouraging a healthy mind.	___	___
14.	I know that my inability to control another person's environment can limit my ability to help others in this area.	___	___
15.	I know that the possible lack of time commitment on my part or on the part of others limits my ability to help in this area.	___	___
16.	I can tell how someone's maturity (in age and understanding) can make a difference in how much or in what way they can be helped.	___	___
17.	I can teach about imagery as a way of helping others encourage a healthy mind.	___	___
18.	I can teach about the use of memory skills as a way of helping others encourage a healthy mind.	___	___
19.	I can teach about using logical self-talk as a way of helping others encourage a healthy mind.	___	___
20.	I can teach balanced learning exercises as a way of helping others encourage a healthy mind.	___	___

ORGANIZATIONAL FRAMEWORK

FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PERSONAL EDUCATION

SEMINAR: A HEALTHY MIND

A. Individuals will develop skills which encourage and enhance use of the mind.

1. Individuals will demonstrate skills in developing those aspects that encourage a healthy mind and relate those skills to their entire being.

Meeting #1:
The Right and
Left of It

- a. Individuals are able to encourage their creativity as one aspect of a healthy mind and specify how it affects their entire being.
- b. Individuals are able to increase their memory skills as one aspect of a healthy mind and specify how it affects their entire being.
- c. Individuals are able to evaluate their own learning pattern.
- d. Individuals are able to be open to learning in all areas of their life and specify how it affects their entire being.

2. Individuals will demonstrate recognition of what they gain and communicate through their attitude and involvement in cognitive development.

Meeting #2:
Goals and Imagery

- a. Individuals are able to specify the goals of behavior they seek when they resist involvement in learning, creating, or remembering.
- b. Individuals are able to specify the goals of behavior they seek when they encourage and are open to learning, creativity, or remembering.
- c. Individuals are able to specify what they are communicating to self and others through their present attitude and involvement with learning, creativity, and memory skills.
- d. Individuals are able to determine if they desire to continue their present attitudes and involvement with learning, creativity, and memory skills.

3. Individuals will demonstrate the processes that encourage a healthy mind.

- a. Individuals are able to use imagery as a means of encouraging aspects of a healthy mind.

Meeting #3:
Don't Forget!

b. Individuals are able to use memory exercises as a means of encouraging aspects of a healthy mind.
c. Individuals are able to use logical self-talk as a means of encouraging aspects of a healthy mind.

Meeting #4:
Learning

d. Individuals are able to do exercises for developing a balanced learning pattern as a means of encouraging a healthy mind.

B. Individuals will develop skill in helping others to encourage and enhance use of their minds.

1. Individuals will demonstrate appropriate communications skills in helping others to encourage development of their cognitive abilities.

Meeting #5:
Encouraging Others

a. Individuals are able to communicate knowledge to those persons they wish to help in developing cognitive abilities.
b. Individuals are able to communicate acceptance of and support for those persons they wish to help in developing cognitive abilities.

2. Individuals will demonstrate recognition of the limitations and use of the possibilities they have in helping others to encourage development of their cognitive abilities.

a. Individuals are able to demonstrate recognition of their inability to control another person's environment and how this can limit their progress in helping others.
b. Individuals are able to demonstrate recognition of their and others' lack of time commitment and how this could limit their progress in helping others.
c. Individuals are able to demonstrate recognition of how intellectual maturity influences the degree to which someone may be helped.
d. Individuals are able to teach the use of imagery as a means of helping others in developing cognitive abilities.
e. Individuals are able to teach the use of memory exercises as a means of helping others in developing cognitive abilities.

Meeting #5: Encouraging Others (contd.)	f. Individuals are able to teach the use of logical self-talk as a means of helping others in developing cognitive abilities. g. Individuals are able to teach the use of exercises for developing a balanced learning pattern as a means of helping others in developing cognitive abilities.

REFERENCES

SEMINAR: A HEALTHY MIND

Garrett, S. V. Putting Our Whole Brain to Use: A Fresh Look At the Creative Process. *Journal of Creative Behavior*, 1976, 10, 239-249.

Humphreys, C. *Concentration and Meditation*. Baltimore: Penguin, 1971.

Khatena, J. *The Creatively Gifted Child: Suggestions for Parents and Teachers*, New York: Vantage Press, 1977.

Lee, J. L. and Pulvino, C. J. *Educating the Forgotten Half*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1978.

Lorayne, H. and Lucas, J. *The Memory Book*, New York: Ballantine Books, 1974.

Masters, R. and Houston, J. *Mind Games*. Dell, 1973.

May, R. *The Courage to Create*, New York: Bantam Books, 1975.

Richards, M. C. *Centering*. Middletown: Wesleyan University Press, 1972.

Samples, B. Learning With the Whole Brain. *Human Behavior*, February, 1975, 17-23.

Samuels, M. and Samuels, N. *Seeing With the Mind's Eye*. New York: Random House/Bookworks, 1975.

Seminar
A Healthy Life Spirit

•

Five Group Meeting Plans
Overview Framework
References

Written by

Margaret S. Gunderson
University of Missouri-Columbia

Consultant

Earl J. Moore
University of Missouri-Columbia

Human Systems Consultants, Columbia, Missouri,
has granted permission to use the
Middle School Seminar Model and materials.

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources:

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions:

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting.

This seminar for *A Healthy Life Spirit* includes such content as helping students learn about values development, moral development, positive attitudes toward life and death, and focusing on something larger than self; how the above affects their entire being; what they gain and communicate through an encouraged or discouraged life spirit; and what processes they can use to encourage their or others' life spirit.

Adaptations:

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations:

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

CYCLE OF RESPECT

Materials and Resources:

1. Chalk and chalkboard or poster paper and markers
2. Prepared chart listing the factors of a healthy life spirit
3. Copies of "I Like. . ." survey for each student
4. OPTIONAL: Copies of "Interests" activity sheets for each student
5. Identical blank sheets of paper, one for each student
6. Pencils for each student
7. Copies of "Remember Me" activity sheets for each student
8. Copies of "Characteristics and Activities I Value" homework assignment for each student

Directions:

1. Introduce this new seminar to the students. Indicate that the life spirit can be viewed as the "glue" that puts all the other aspects of self together into a full and meaningful life.
2. Guide the students into creating a definition of life spirit. Include such points in their definition as the will to live, having a purpose for being alive and the inner strength to live that purposeful life, the drive or force that keeps them striving to be the best they possibly can be, ... Write their definition on the chalkboard or poster paper.
3. Display for the students a chart which indicates the factors involved in a healthy life spirit that they will be discussing during this seminar. Review the general meaning of each term with the students:

   FACTORS OF A HEALTHY LIFE SPIRIT

   VALUES: determining what is most important to them in their lives, . . .

   MORAL DEVELOPMENT: developing a sense of right and wrong; taking on the perspective of someone else; . . .

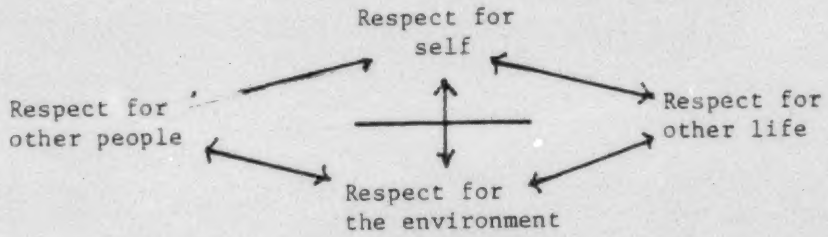
POSITIVE ATTITUDES TOWARD LIFE AND DEATH: enjoyment of living; clarification of beliefs about death; acceptance of life and death; . . .

FOCUSING ON SOMETHING LARGER THAN SELF: awareness of purpose in life; centering on others rather than totally on self; . . .

ENCOURAGEMENT: encouragement of self and others as opposed to discouragement; focusing on the positive; effective communication and relationship skills. . . .

4. Have the students pick six people who have significantly altered history. List these on the chalkboard (or poster paper). Discuss their common characteristics and indicate how those characteristics seem to relate to the factors of a healthy life spirit.

5. Discuss the close relationship between the first two factors--values and morality. Indicate that what they strongly feel is right (moral) will hold importance in their lives (value). This relationship can be seen also in the Cycle of Respect. Draw the following diagram for the students:



Discuss how their values and concept of morality in one area affects their willingness to respect in other areas.

6. Indicate to the group that by closely examining interests and attitudes, they can often discover where their values are. Distribute the "I Like. . ." survey and allow students to complete the form. Discuss their feelings about this survey and what they learned about themselves.

   * If you have additional time, you might want to give students the opportunity to also complete the "Interests" activity sheet as supplementary work.

7. For this next group activity, have the students either sit around a round table or sit in a circle on the floor. If the group is sitting on the floor, each member will need a book, notebook, or other hard surface to write on. Distribute

to each student an identical blank sheet of paper and pencil. These are not to be written on until permission is given by the leader.

8. Prepare the students by introducing this activity as one that looks closely at their values concerning what they want to get out of life and what do they have to contribute to their world. Reduce the lights so that the room is darker, yet there is enough light for the students to write. Set the situation for the students by saying the following:

> The group, on an outing to some nearby caves, has been trapped hundreds of feet below the ground by a cave-in. There is a narrow passageway leading up and out of the cavern where they are trapped. Night is coming fast and there is no one around for miles to help. They decide they will form a single file and try to work their way out of the cave. But at any moment there might be another rock slide. The ones nearest to the front of the line will have the best chances for survival. Each member of the group will give their reasons for why they should be at the head of the line. After hearing each other's reasons, they will determine the order by which they will file out.

Conclude the scene-setting and instructions by saying:

> So now you will write your reasons for why you would like to be near the head of the line. Your reasons can be of two kinds. You can tell what you want to live for; or what you have yet to get out of life that is important to you. Or you can write about what you have to contribute to others in the world that would justify your being near the front of the line. Both types of reasons will be considered equally; the things you want to live for can have just as much weight as the things you could do for others.
>
> If you wish to be at the end of the line, explain your reasons for that decision also.
>
> When you are finished writing, hand your papers to me. Do not put your names on your papers.

9. When the students are finished, read the papers to the group and allow them to vote on whether the reasons justify being put at the front of the line. Caution the students to remember that these reasons are very personal and important to the person writing them.

10. Optional if there is time: Continue the story in the following way:

> Pretend that you are the very last person in line to get out of the cave. Your chances for getting out alive are not good. How would you like people to remember you after death? (Distribute the "Remember Me" activity sheets to the students.) Complete this activity sheet and then we will share what we wrote down and why we feel the way we do. (Turn the lights on when they are finished and discuss their responses.)

11. Distribute the homework assignment "Characteristics and Activities I Value" to each student. Ask them to complete the assignment and to bring it with them to the next group meeting. Have the students look over the directions and answer any questions they might have.

Adaptations:

See options under #'s 6 and 10. For older or more advanced students, discuss further the meaning of morality, how it involves their relationship to themselves and others, how concepts of morality differ, and what they as a group consider moral conduct.

Evaluation:

Built into discussion
"I Like. . ." survey
"Characteristics and Activities I Value" homework assignment

"I LIKE. . ." SURVEY

Directions: Read each statement carefully. Choose a number on the scale below that best describes how you feel. Write the number on the blank next to the statement.

1	2	3	4	5
Never	Seldom	Sometimes	Most of the Time	Always

- I like spending time with my family. _______
- I like spending time with friends. _______
- I like spending time alone. _______
- I enjoy being outside. _______
- I enjoy school. _______
- I like being with adults. _______
- I like being with young children. _______
- I like being told how to do things. _______
- I like making up my own ways of doing things. _______
- I like animals. _______
- I like being the center of attention. _______
- I like to hear gossip about others. _______
- I like having one close friend. _______
- I enjoy helping others. _______
- I appreciate receiving help. _______
- I appreciate receiving advice. _______
- I trust teachers to be fair. _______
- I follow the crowd's ideas. _______
- I believe in my religion. _______

"I LIKE. . ." SURVEY

(continued)

1	2	3	4	5
Never	Seldom	Sometimes	Most of the Time	Always

- I trust the U. S. Government. ______
- I like living in this town. ______
- I like our President. ______
- I like members of the opposite sex. ______
- I like to exercise. ______
- I need privacy. ______
- I like junk foods. ______
- I like music. ______
- I like drawing. ______
- I like reading. ______
- I like watching T.V. ______

* * * * * * *

What did you learn about yourself?

What do you consider to be your values?

INTERESTS

Directions: Select one of the answers to each question and circle your response.

1. How would you like best to be remembered by other students when you leave school?

   a. Good student
   b. Athletic star
   c. Popular person
   d. Leader
   e. Couldn't be pushed around
   f. Average
   g. ______________________

2. On a Saturday morning which one of the following would you rather do?

   a. Watch T.V. cartoons
   b. Participate in a sport
   c. Go shopping
   d. Work on a craft
   e. Read a book
   f. Go on a hike
   g. ______________________

3. During free time how would you rather spend your time?

   a. Alone
   b. With one other friend
   c. With a group of friends
   d. ______________________

4. How often do you have a chance in school to discuss things that are important to you?

   a. Many times
   b. Some of the time
   c. Seldom, if ever

5. If you could have one of the following pets, which would you choose?

   a. A dog
   b. A cat
   c. A horse
   d. A turtle
   e. A bird
   f. Don't want a pet

6. If you owned none of the following, but could have one of them as a gift, which would you choose?

   a. A bicycle
   b. A portable T.V.
   c. Stereo
   d. A musical instrument
   e. ______________________

7. If your parents gave you the following choices as ways to spend two weeks of your summer vacation, which one would you choose?

   a. Attend a camp that emphasizes outdoor activities (camping, hiking
   b. Attend a camp that emphasizes learning crafts
   c. Attend a camp that emphasizes both outdoor activities and learning crafts
   d. Stay at home and spend every afternoon at the swimming pool
   e. Stay at home and watch T.V.

8. If you had $5 to use in one of the following ways, which would you choose?

   a. Put in a bank
   b. Buy a pizza for yourself and your friend
   c. Buy a record
   d. Buy comic books
   e. Go to a movie
   f. ______________________

9. If we could invite one of the following people to our class to meet with us, which one would you choose?

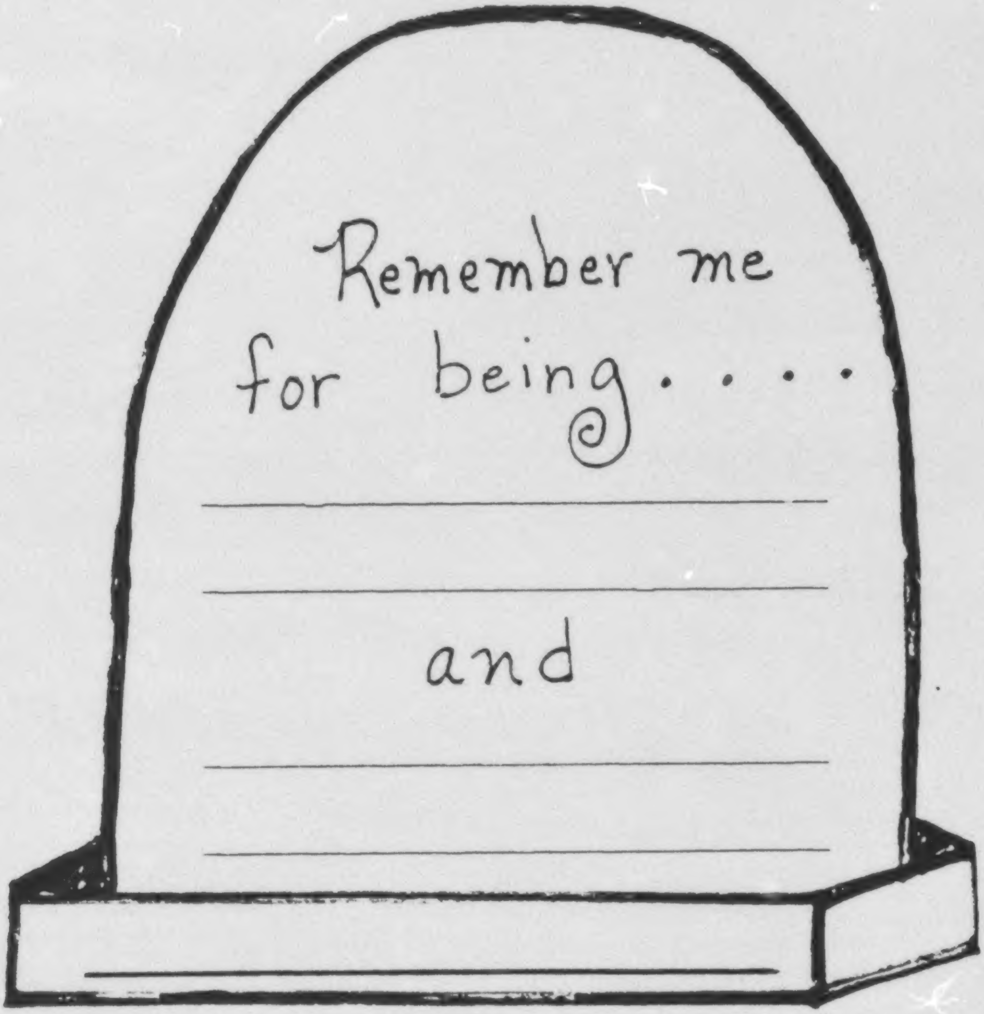
   a. A banker
   b. A policeman
   c. A veterinarian
   d. A disc jockey
   e. The Mayor
   f. Other ____________________

10. Which one of the following items would you most like to collect?

   a. Rocks
   b. Butterflies
   c. Stamps
   d. Baseball cards
   e. Marbles
   f. Other. State what:

   ____

REMEMBER ME



Directions: Write your name at the bottom of the tombstone. Then decide two things you would like to be remembered for. Write these on the face of the tombstone. You can use some of the ideas below or you can make up your own.

- a good family member
- patriotic
- successfully employed
- a hard worker
- concerned about others
- open-minded
- a good citizen
- creative
- well-known
- cooperative
- wealthy
- "my own man"
- easy going
- idealistic
- dependable

CHARACTERISTICS AND ACTIVITIES I VALUE

I. Characteristics: Fill in the blanks with short answers. Then answer the questions below.

- If I were an animal, I would be ____________________

  because ____________________

- If I were a country, I would be ____________________

  because ____________________

- If I were a cartoon, I would be ____________________

  because ____________________

- If I were a flower, I would be ____________________

  because ____________________

- If I were a bird, I would be ____________________

  because ____________________

- If I were a food, I would be ____________________

  because ____________________

- If I were a song, I would be ____________________

  because ____________________

- If I were a T.V. show, I would be ____________________

  because ____________________

- If I were a sound, I would be ____________________

  because ____________________

- If I were a color, I would be ____________________

  because ____________________

- If I were a building, I would be ____________________

  because ______________________________

- If I were a taste, I would be ____________________

  because ______________________________

What are some similar characteristics between your answers and yourself?

What are some characteristics that you value in yourself and others?

II. Activities: List in the first column of the chart 20 things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and on it you should put things that you enjoy, that make you feel good, that make you happy, that are fun. Then mark the boxes according to the key found below the chart.

20 Things I Like to Do	A/P	$5	Pub.	2 yr.	F	M	D	O	Rank
1.									
2.									
3.									
4.									
5.									

20 Things I Like to Do	A/P	$5	Pub.	2 yr.	F	M	D	O	Rank
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

KEY

A/P	Put an A for activities done alone, P for activities done with people.
$5	Check each activity that costs more than $5.
Pub.	Check each activity that you would be willing to declare publicly.
2 yr.	Check those you would have listed two years ago.
F	Check those your father would put on his list.
M	Check those your mother would put on her list.
D	Write the approximate date you last did each activity.
O	How often this year you did it (never, seldom, sometimes, often, very often).
Rank	Number the top five (1 - 5), the ones you like to do best.

What did you learn about the activities you value?

LIVING AND DYING

Materials and Resources:

1. Chalkboard and chalk or poster paper and markers.
2. Copies of "Living and Loving" activity sheets for each student
3. Copies of the poem "I'd Pick More Daisies" for each student
4. Copies of "Grief" informative handouts for each student
5. Copies of "Get Into Living" homework assignment for each student

Directions:

1. Briefly discuss the homework assignment from the previous meeting. Ask the students what they learned about themselves, what they liked or did not like about the assignment, and what characteristics or activities seemed important to them. Be sure discussion is kept on a volunteer basis and students are not made uncomfortable by disclosing more than they really want to.
2. Introduce this session by writing the words LIVING ⟷ DYING on the board or poster paper. Indicate to the students that they will be taking a close look at these life processes that everyone is involved in.
3. Ask the students what factors they believe are involved in being able to live a satisfying life. Be sure that the following are included in the list:

   Knowing yourself
   Liking yourself
   Being sure of what is really important to yourself
   Focusing on something larger than yourself; seeing a purpose for living
   Enjoying life and learning from its experience

4. Distribute the "Living and Loving" activity sheets to each student. Use the major points in this activity as discussion topics. Allow students to respond either verbally or through writing to the "Brainstorm" section.
5. Channel the discussion toward the quality of life as people age. Discuss the physical, emotional, social, mental, or

life spirit changes that can occur. Discuss how the way persons presently care for themselves can influence what happens to them as they grow old. Examine how loneliness and the fear of not being needed affect older persons. Come up with reasons why older persons are sometimes shunned in our society (e.g., they remind us of our own mortality because they are closer to death, they have learned to have different priorities in life, they are different physically and sometimes mentally, . . .). Come up with ways many older persons can contribute to our society (e.g., they are experienced, they have learned how to enjoy life, they have time to teach or give of themselves, . . .).

6. Distribute a copy of the poem "I'd Pick More Daisies" to each student. Read it through with them and discuss what the author is trying to say. Be sure students don't focus on grades, thermometers, etc., not being important. Emphasize that living each day at a time and enjoying and learning from life's experiences are the author's priorities.

7. Indicate that how persons view themselves and their lives determines the strength of their will to live. Review at this point the goals of behavior and the beliefs that relate to those goals. Apply those concepts to the desire (or lack of it) to fight disease and get well. Discuss the factors that cause one person to become passive, give up and allow illness or medical treatment to take over his or her body; and the factors that make another person take an active involvement in combatting illness and working with the medical treatment that is best for his or her circumstances. Emphasize how feelings of self worth and having a purpose for living greatly influence a person's will to live.

8. Discuss how there comes a time for everyone that the will to live is not enough, and they die. Dying is a life process--and the way a person lives is often reflected also in the way he or she dies. Since death is something that happens to everyone, we will all come in contact with its happening to someone we know at one time or another in our lives. Pretending it isn't happening or that it doesn't matter only makes the situation worse. Learning about death and the grief process and talking about our feelings will lessen our fear of the unknown and increase our acceptance of this life process.

9. Discuss how people often are reluctant to communicate openly about death. Brainstorm euphemisms that are commonly related to death. Discuss how some adults are reluctant

to discuss death with children because they like to appear that they know all the answers, yet they do not know how to explain or have no answers concerning death. Discuss definitions for death and for grief.

10. Discuss the similarities between birth and death (e.g., experiences that take us into the unknown, . . .). Indicate that beliefs and focusing on something larger than the self often makes the grief process easier because it lessens the unknown. It is at this point that many people gain comfort from their religious points of view. Some religions support a life after death philosophy, some teach reincarnation, some teach the eternal flow of energy, and so on.

    Leaders: Declare openly to the group that because of the legal separation between church and state (the school is supported by the state), you cannot in school support one religion over another. The purpose for discussion, though, is to look at how people gain comfort from their religious beliefs.

11. Instruct the students that all persons who go through the grief process (whether they grieve for a loved one or for themselves), no matter their age, sex, religion, etc., progress through various reactions in that grief process. How well or how quickly they go through these reactions is influenced by their ability to give and get open, honest communication. Distribute the informative handout "Grief" to the students. Discuss each stage with the group, responding to their questions with openness and honesty. Also discuss how some customs (e.g., funerals, . . .) relate to the grief process.

12. Indicate to the students that the purpose of this meeting was not to concentrate on death, but to learn the importance of experiencing life--all of life--fully. Each day of their lives is important and should be regarded as an adventure. Distribute the homework assignment "Get Into Living" to each student. Have them look over the assignment, and answer any questions they might have. Ask them to return the homework assignment at the next meeting.

Adaptations:

If there is time to separate this session into two different meetings, you might wish to divide the session between #7 and #8 and adapt the homework assignment as a group activity during the second meeting.

For older or more advanced students, you may wish to devise a panel discussion on how different religions, etc., view death (e.g., atheist, Buddhist, Christian, Hindu, Jew, Unitarian, . . .) and their viewpoints about what happens after death.

Evaluation:

Built into discussion
Homework assignment

LIVING AND LOVING

Directions: These are some things that you can do to like yourself more and live a happy life. Read the different sections carefully and then brainstorm answers to the questions beside the sections. Get to know yourself so you can enjoy living and loving.

LEARN FROM LIFE

We all want to be happy and experience love. Sometimes, though, we find ourselves going through fear, doubt, pain, ... Don't worry, that can just make our resistance to fear, doubt, pain, . . . stronger. All experiences are teachings to help us learn what works and what doesn't work. What you are going through isn't important; what is important is the growing, learning, accepting and then understanding. What we allow our experiences to do to us makes a big difference in our ability to feel happy and get or give love.

What experience are you going through and what is it teaching you?

ACCEPT YOURSELF

Be honest with yourself. Look at who you are--a combination that is yours alone. When you accept yourself, it stabilizes you so you can take your next step. Love yourself for seeing things the way you see them.

How would you describe yourself?

GIVE AND YOU WILL GET

We all want to be loved, accepted, and feel important. So give others the love that you want for yourself. Accepting someone just the way they are gives them the freedom to be themselves. Sometimes really listening without putting in your own opinion is the best kind of help. When you give you feel good about yourself because you can see yourself doing good things.

How do you give love to others?

LOVE THE "UNLOVING"

Love your enemies. They have set limits and judgments for themselves and for you. Help them to move from feelings of fear and inadequacy to feelings of love by not reinforcing their beliefs. Learn to see love in an unloving situation. When people seem offensive, realize that their concerns come out of love. Reword what people say and communicate it back to them in a nonthreatening way to see if you are understanding each other. Understanding brings along friendship.

How do you show love to people who do or say unloving things?

KNOW YOUR TRUTH

There is a guidance system within every one of us that can "feel" what is right or wrong for us at any moment. Tune in to this guidance system--your values--and find what truth means to you. Be honest and love yourself.

What kinds of things does your "guidance system" tell you?

BE HAPPY AND HAVE FUN

Once we learn to love and trust, we can see there is no reason to hide, so we can let our walls crumble and lay down our defenses. We can choose to be happy; we can have a sense of humor about ourselves and all around us. We can love and laugh.

What makes you happy and how do you have fun?

I'D PICK MORE DAISIES

If I had my life to live over,
I'd try to make more mistakes
next time.
I would relax. I would limber up.
I would be sillier than I have
been on this trip.
I know of very few things I
would take seriously.
I would be crazier. I would be
less hygienic.
I would take more chances.
I would take more trips.
I would climb more mountains,
swim more rivers, and watch
more sunsets.
I would burn more gasoline.
I would eat more ice cream
and less beans.
I would have more actual troubles
and fewer imaginary ones.
You see, I am one of those people
who lives prophylactically and
sensibly and sanely, hour after
hour, day after day.
Oh, I have had my moments
And, if I had it to do over
again, I'd have more of them.
In fact, I'd try to have nothing
else. Just moments, one after
another.
Instead of living so many years
ahead each day.
I have been one of those people
who never go anywhere without
a thermometer, a hot water
bottle, a gargle, a raincoat,
and a parachute.
If I had it to do over again,
I would go places and do things.
And travel lighter than I have.
If I had my life to live over,
I would start barefooted earlier
in the spring.
And stay that way later in the
fall.
I would play hooky more.
I wouldn't make such good grades
except by accident.
I would ride on merry-go-rounds.
I'd pick more daisies.

--By Ray Lucht
85 years old
Commission on Aging for Senior Iowans

GRIEF

These twelve reactions are commonly experienced by anyone who is being permanently separated from someone or something he or she loves. This applies not only to death, but also sometimes to such things as divorce and moving. These reactions can be experienced once, or over and over again at times of crisis, or one at a time, or several reactions at the same time, ... Everyone is different, so the way in which they experience these reactions also is different.

1. GUILT: Strong feelings of having done something wrong either on purpose, by neglect, by thought, or action. They feel that somehow they caused the situation to happen, or at least caused it to become worse.

2. SHOCK: The numbness and "unreal" feeling that happens at the beginning and lasts for days or weeks. This shock usually comes back at times of crisis.

3. DENIAL: The feeling of disbelief and "this can't be happening to me" that happens at the same time or right after the shock reaction. Denial may be felt off and on throughout the situation, but consistent denial and refusing to face the real situation at all shows a need for special help.

4. PHYSICAL REACTIONS: Reactions that the body goes through because of the great stress that is being experienced. Examples of physical reactions could be headache, indigestion, vomiting, diarrhea, constipation, pounding heart, extreme tiredness, no appetite, restlessness, can't sleep, nightmares, and so on. Sometimes people become afraid that they will die, too, when they are going through these body reactions.

5. ANGER: The feeling that "it's not fair!" Angry feelings about the situation can be kept inside, spoken, or shown through hurting actions. If the anger is pushed down inside and not expressed in honest communication, then it will grow and grow until they have an outburst that could cause hurt feelings, embarrassment, or guilt.

6. FEARS: These feelings can be based on fact or on things that have no truth for their situation, such as experiences that happened to others, and so on. These fears can range from uneasiness to panic. Often fears, especially fear of the unknown, can be lessened by open and honest communication.

7. BARGAINING: Persons who are experiencing grief make conscious or unconscious promises or attempt to make bargains with God, themselves, parents, doctors, or others to change the situation. Many times promises made are unrealistic (e.g., if you will just please change things, I'll be a perfect child, or parent, or whatever, . . .).

8. AWARENESS OF REALITY: Realizing that what is going to happen is going to happen. Denial, bargaining, or anger have not changed the situation. The end (death, divorce, or moving) seems inescapable.

9. DEPRESSION: When they become aware of reality and all other defenses have failed, then anger is expressed inwardly and they become depressed. This usually shows itself in withdrawing from family or friends, not talking very much, crying, not being able to concentrate on anything except the situation, feeling worthless, tiredness yet not being able to rest or sleep, ... It is important that depressed persons be able to communicate their feelings honestly to someone.

10. FEELING CLOSE TO OTHERS AGAIN: This stage can happen anytime before or after the loss. Persons recognize the reality of the loss and find that they want (or at least can tolerate) having close relationships with others again.

11. ACCEPTING THE LOSS: Not everyone reaches this stage. When they do, it is often, but not always, arrived at through religious beliefs. Many find peace and even happiness at having worked through their grief--not the hostility and anger that comes with resignation.

12. RETURN TO A NORMAL LIFE WITH THE LOSS A PART OF THAT LIFE: This normal life is not the same as the life they had before the loss. The loss is not forgotten and will always be a part of the grieving person; but with time their constant thinking about what they lost will fade. Instead they will have happier memories and again take up a useful and meaningful life. Not all grieving persons reach this stage.

References: Jo-Eileen Gyulay, The Dying Child, McGraw Hill, New York, 1978.

Elisabeth Kübler-Ross, On Death and Dying, Macmillan, New York, 1978.

GET INTO LIVING

Directions: To enjoy life means to enjoy all of life--even those things we often take for granted. Find a time when you will not be interrupted and do this assignment. Bring it back to your next group meeting.

1. **TUNE INTO YOUR SENSES.** Choose something you have around the house that you take for granted (e.g., an orange, a pencil, a mirror, . . .). Shut your eyes and smell it, touch it, taste it. Then open your eyes and look at it very carefully, noticing all of its angles or curves. Describe below what your item was and how you experienced it. Describe how it smelled, felt, tasted, and looked.

2. **TUNE INTO YOUR SENSES AGAIN.** Go outside at a time when you won't be interrupted by friends or family. Close your eyes and take a deep breath. Feel the weather. Smell. Listen carefully to all the sounds around you. Wiggle your toes. Touch your surroundings (grass, snow, tree, or whatever). Describe your experiences below.

3. Name the most positive thing that has happened to you during this past week.

4. Name the most beautiful thing or object or place you have seen this past week.

5. Describe a positive action on the part of another person during this past week.

6. Describe a positive action you did for someone else during this past week.

7. Tell about when you had the most fun during this week.

8. What was the greatest taste you had this week?

9. What was the best smell you experienced this week?

10. What was the nicest sight you experienced this week?

11. What was the most important, positive thought or idea you had this week?

12. If you had one month to live, what would you do differently? List some of the things that you would want to do.

PICK ONE OF THE THINGS YOU LISTED ABOVE AND PLAN ON DOING IT AS SOON AS POSSIBLE. ENJOY YOUR LIFE--HELP OTHERS TO ENJOY THEIR LIVES. GET INTO LIVING!

IALAC

Materials and Resources:

1. Chalk and chalkboard or poster paper and markers
2. A prepared, colorful IALAC sign to use while telling the story, tape
3. Argus Filmstrip: I Am Loveable and Capable by Dr. Sidney Simon, filmstrip projector and screen OR the book I Am Loveable and Capable by Dr. Sidney Simon, Argus Communication, Niles, Illinois, 1973-74
4. Blank paper, markers and tape for individual IALAC signs
5. Copies of the "Yardsticking" activity sheets for each student
6. Copies of the "Discouragement Inventory" for each student
7. Copies of the "Encouragement Inventory" for each student
8. Copies of the "Down With Sign-Tearing" informative handout and homework assignment

Directions:

1. Discuss their homework assignment from the last meeting. Ask what was difficult about it for them. Ask if it changed how they looked at themselves or their world during the past several days. Discuss what "living" now means to them.
2. Write the words ENCOURAGEMENT and DISCOURAGEMENT on the chalkboard or poster paper. Indicate that they are going to discuss the impact that these two words--or rather what they represent--has on everyone's ability to develop a healthy life spirit.
3. Put on your IALAC sign and indicate that you are going to tell (or show) them a story about what "encouragement" and "discouragement" means. Then show the Argus Filmstrip I Am Loveable and Capable by Dr. Sidney Simon, Argus Communication. Try to make the story as interesting as possible, ripping your sign or taping it together.
4. Guide the students into creating definitions for encouragement and discouragement. Write these on the chalkboard or poster paper. Identify situations of encouragement and discouragement that were in the IALAC story.

5. Introduce the "Yardsticking" activity sheet by telling the students that discouragement comes in many ways, but one of the most hurtful ways is the kind of discouragement we give to ourselves. One example is called yardsticking. Distribute the activity sheets to each student. Read through the information with the group. Generate ideas of ways they have seen people yardstick themselves and others. Allow the students time to complete the last part of the activity handout.

6. Help the students to list people who can help when they feel discouraged. Also indicate that it can help when they take the time to pinpoint where their discouragement is really coming from. Distribute the "Discouragement Inventory" sheets to each student. Remind students that they are welcome to come and talk to you if they have a problem they do not know how to handle. Tell students that they will have ten minutes to look at their areas of discouragement. They may keep the inventories for their own information.

7. Indicate to the students that you will now move on to a much more pleasant topic--Encouragement. Emphasize the following points to the students and allow them to discuss each one:

   - When people feel good about themselves, they are more willing to reach out and have genuine interest in others.

   - Encouragement is contagious.

   - There are specific ways to encourage (e.g., through words; through actions such as eye contact, a pat on the back, . . . ; through a sense of humor; through a letter; and so on).

   Discuss the difference between encouragement and discouragement. Relate those differences to the Goals of Behavior (Misbehavior and Positive Behavior).

8. Distribute the "Encouragement Inventory" activity sheets to each student. Indicate that they will have ten minutes to finish the Inventory. They may keep the inventories for their own information. After the inventories are completed, ask the students what they learned about themselves, what they liked or didn't like about the activity, and so on.

9. Now focus with the group on how they can encourage others and help to "piece together those IALAC signs." Distribute the "Down With Sign-Tearing" informative handout. Read through it with the group. Discuss how they could apply these techniques in their daily lives.

10. Distribute the blank paper and markers to each student. Have them print IALAC on one side. On the other side have them print in smaller letters (be sure they also leave space for writing later): WAYS I WAS ENCOURAGED, WAYS I WAS DISCOURAGED, and WAYS I ENCOURAGED OTHERS. Indicate that their homework assignment is to decorate their IALAC sign any way they wish. On the back they are to fill in the blank spaces with examples of how they were encouraged or discouraged, or how they encouraged others throughout the week. They are to bring their IALAC signs with them to the next meeting.

Adaptations:

For reinforcement for younger students, have the group watch the other students during recess and count or describe the different kinds of encouraging and discouraging behaviors they see.

Evaluation:

Built into discussion
Discouragement Inventory
Encouragement Inventory

YARDSTICKING

Yardsticking is the way that people compare themselves to others, to their idea of a perfect person and how they want to be. Almost everyone yardsticks (compares themselves) from time to time, but for people who yardstick all the time, their feelings of self worth or worhtlessness come from their yardstick.

KINDS OF YARDSTICKS: The yardsticks a person uses on him or herself and others are decided by what is important to that person. For example, someone may value beauty, intelligence, money, . . . as very important. As a result, they evaluate themselves in a social situation by whether they look pretty. If there is someone present who is more beautiful, then they feel "less than." If they determine they are the most beautiful person, then they feel "more than." This yardsticking in feeling "less than" and "more than" other people holds true in the other areas like smartness, what a person owns, money, popularity, etc.

THE PROBLEM WITH YARDSTICKING: One problem with yardsticking is that just when a person is feeling great about measuring up on the "more than" end, someone comes along who is a little (or a lot) prettier, or smart, or popular, etc. So a person's feeling of worthwhileness is like a barometer that rises and falls, but is never constant and intact.

Another difficulty in yardsticking is that the yardstick is a barrier between people because they are always comparing. Respect is built on the idea of equality. Equality means equal in worth. Of course, people will have different talents, abilities and interests but they remain equal in worth. When people are showing respect towards each other, there is always the idea of equality in worth while they also recognize the differences in abilities, talents, values, and interests.

Directions: List areas you use to yardstick (evaluate, compare) yourself. Write these under the word "MYSELF." When you have finished with your personal list, go back and put a + by those areas in which you generally yardstick positively ("more than") and a - by those areas in which you yardstick negatively ("less than").

Then go on to the "OTHERS" section and list areas in which you yardstick the people you know or meet.

YARDSTICKING (CONTINUED)

MYSELF

OTHERS

DISCOURAGEMENT INVENTORY

Directions: Put a check mark by those items that tell how you feel. Fill in the line next to "Other" if you have a problem that is not listed. Circle the check mark of any that are really serious problems for you.

Home

_____ I feel pushed too much.

_____ My parents do not understand me.

_____ I can't give love to my mother or father.

_____ I do not feel loved at home.

_____ I find it hard to love my brother or sister.

_____ My brother(s) or sister(s) are liked more than I am.

_____ I feel like running away.

_____ Things are falling apart at home.

Other _______________________________

School

_____ Teachers are riding me too hard.

_____ My classes are harder than I can stand.

_____ I can't stand some of my teachers.

_____ I'm not understood at school.

_____ I need more personal attention at school.

_____ I have a reading or math problem.

Other _______________________________

Friends

_____ I don't have a close friend to put trust in.

_____ My friends take advantage of me.

_____ I don't have anything in common with my friends.

Other _______________________________

_____ My friends don't trust me.

_____ I don't make friends easily.

_____ I can't be a good friend.

_____ I don't trust people to be friends.

Other _______________________________

Personal

_____ I don't think I can live through my problems.

_____ I feel stupid.

_____ The world is piling up on me.

_____ I worry too much.

_____ I cannot control my feelings.

_____ I am too hard on myself.

_____ I have no self-confidence.

Other _______________________________

_____ I've lost touch with God.

_____ Most things I try, I fail at.

_____ I fall apart easily.

_____ I wish I was someone else.

_____ I give in too easily.

_____ I don't like the way I look.

_____ I am bored most of the time.

Other _______________________________

ENCOURAGEMENT INVENTORY

Directions: Fill out the blanks on encouragement. Be honest with yourself. Turn the Inventory over when you are finished.

1. What I most like to hear:

____

____

____

2. What I most like to feel:

____

____

____

3. What areas about myself are encouraged most?

______________________ by whom ______________________

______________________ by whom ______________________

______________________ by whom ______________________

4. What I'd like, but don't get:

____

____

____

5. Ways I encourage myself are:

____

____

____

____

____

DOWN WITH SIGN-TEARING

These are some things that you can say to others that will help to 'repair their damaged IALAC signs." Become an encouraging person--make yourself and others happier!

1. "YOU DO A GOOD JOB OF . . . ."

   People like to be encouraged when they do not expect it, when they are not asking for it. You can always find something useful or helpful that they did. Even if what you are commenting on seems small, it may be very important to that person.

2. "YOU HAVE IMPROVED (GOTTEN BETTER) IN . . . ."

   Everyone wants to improve. Talk about how much better they are rather than why they are not "perfect." People will continue to try if they see some improvement.

3. "WE LIKE (ENJOY) YOU, BUT WE DON'T LIKE WHAT YOU DO."

   It is important to distinguish between the person and the behavior. Someone should never think that he or she is not liked. By letting persons know that there is a difference, it encourages them to change their behavior.

4. "YOU CAN HELP ME (US, THE OTHERS, ETC.) BY . . . ."

   To feel useful and helpful is important to everyone. Letting others, particularly those who are younger, be of help can greatly influence feelings of self worth.

5. "LET'S TRY IT TOGETHER."

   Some people who think they have to do things perfectly are often afraid to try something new for fear of making a mistake or failing. Working together with someone can sometimes give them the courage to try.

6. "SO YOU DO MAKE A MISTAKE; NOW, WHAT CAN YOU LEARN FROM YOUR MISTAKE?"

   There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach us a lot, and we can learn best when we do not feel embarrassed for having made a mistake.

7. "YOU WOULD LIKE US TO THINK YOU CAN'T DO IT, BUT WE THINK YOU CAN."

This should be used when persons show or say that something is too hard and they hesitate to even try it. If they try and fail, at least they had the courage to try. Be sure, though, that what you are encouraging them to try matches the person's ability and maturity.

8. "KEEP TRYING. DON'T GIVE UP."

When someone is trying, but not meeting much success, a comment like this might be very helpful.

9. "I'M SURE YOU CAN STRAIGHTEN THIS OUT (SOLVE THIS PROBLEM, ETC.), BUT IF YOU NEED ANY HELP, YOU KNOW WHERE TO FIND ME."

Using this with friends your age or younger communicates that you believe they can and will take care of their own problems if given a chance.

10. "I CAN UNDERSTAND HOW YOU FEEL, BUT I'M SURE YOU CAN HANDLE IT."

Instead of agreeing that life is unfair, you can express understanding and belief in that person's ability to adjust to it. This means focusing on the positive rather than the current negative situation.

WHO AM I?

Materials and Resources:

1. Chalk and chalkboard or poster paper and markers
2. Folders for each student to act as booklet covers (Print WHO AM I? on the front of each folder)
3. Stapler for putting booklets together
4. Copies of the following booklet sheets for each student:

   "Me Shirt"
   "The Me My Parents See"
   "The Me My Teachers and Friends See"
   "My Top Ten"
   "Risk"
   "Twenty Questions"
   "Look At It From Their Point of View"
   "Plan a Commercial"

Directions:

1. Let the students display their IALAC signs from their homework assignment. Focus in on any examples of encouragement (from them or for them) that they wish to share.
2. Print the following on the chalkboard or poster paper:

   BELIEFS
   BELIEF SYSTEM
   SELF TALK
   PERSPECTIVE TAKING
   INTERACTION

   Discuss how beliefs are formed from childhood on through life--learning what is true for them as they interact with others (particularly those important in their lives).

   Discuss how beliefs are organized into belief systems; persons throw out once held beliefs that no longer apply, beliefs that remain tend to be compatible with each other, ...

   Discuss how self talk or inner dialogue is based on a person's beliefs. Review the importance of carefully analyzing self talk (and thus beliefs) for their logic. Illogical beliefs and self talk need to be thrown out for the sake of a healthy life spirit.

Discuss what perspective taking means (e.g., putting yourself in another person's place). Describe how perspective taking involves self talk and how it affects a person's beliefs. Watching others, imagining what it would be like to experience their experiences, watching what the outcomes are for their experiences, and so on influences what beliefs a person keeps or rejects.

Discuss how interactions with others are affected by all of the above; and how in turn interactions affect those aspects also.

3. Introduce the booklet activity to the students. Explain that they will be given activity sheets and a booklet cover. They will be exploring who they are, as they see themselves and as others see them. They will work on the sheets at their own pace. They may also talk with each other about the activity sheets, if they wish. Any activity sheets that they do not finish will become their homework assignment. Distribute the booklet covers and activity sheets to each student.

   Leader: Be sure to gradually circulate among the group members. Encourage them to describe their feelings about the activity sheets. Listen to the conversations going on throughout the room; they may reveal much about the growth of your group.

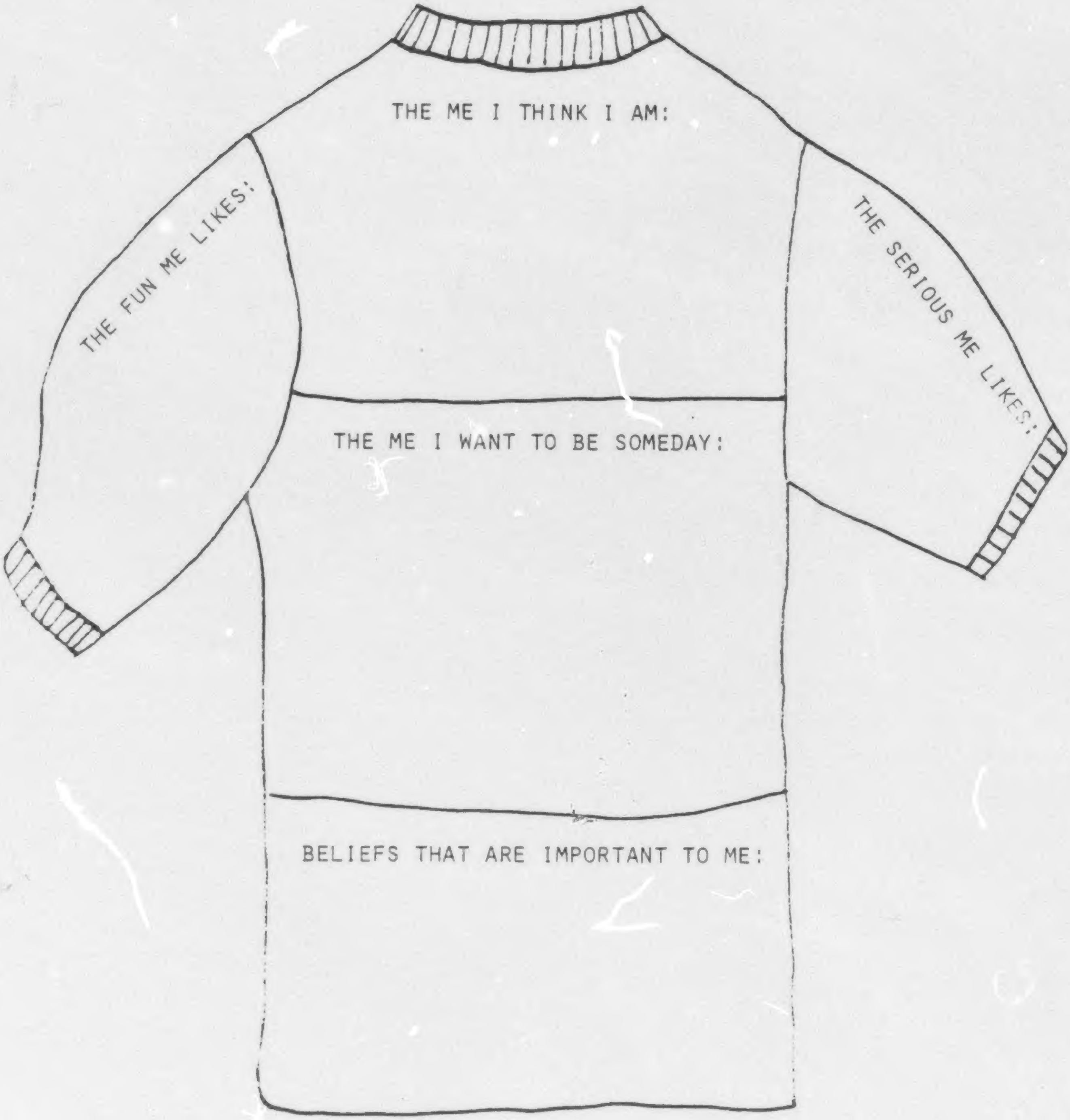
Adaptations:

With younger students, or those who have difficulty with reading, you may want to take the activity sheets one at a time, reading through them with the students.

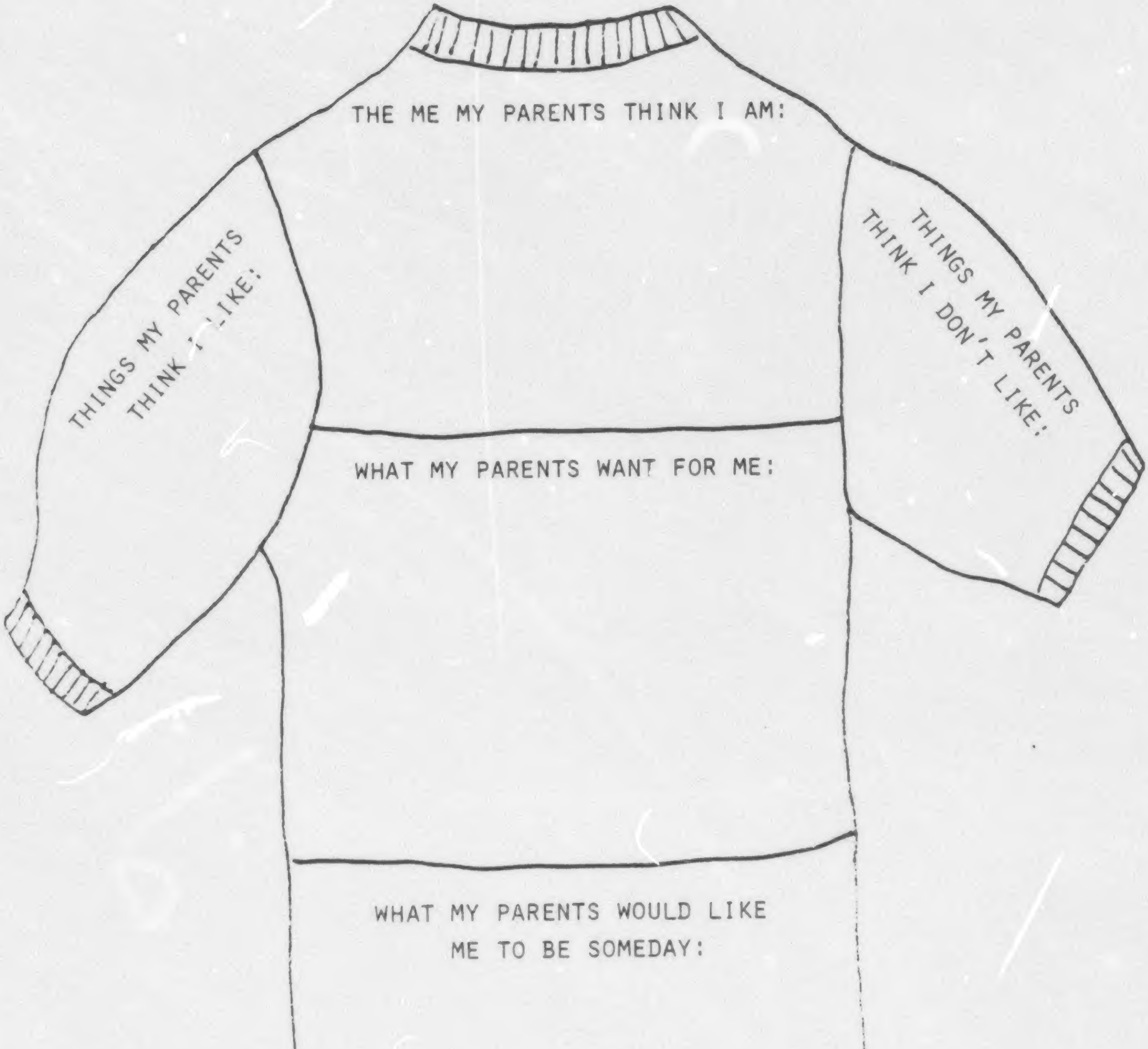
Evaluation:

Activity sheets

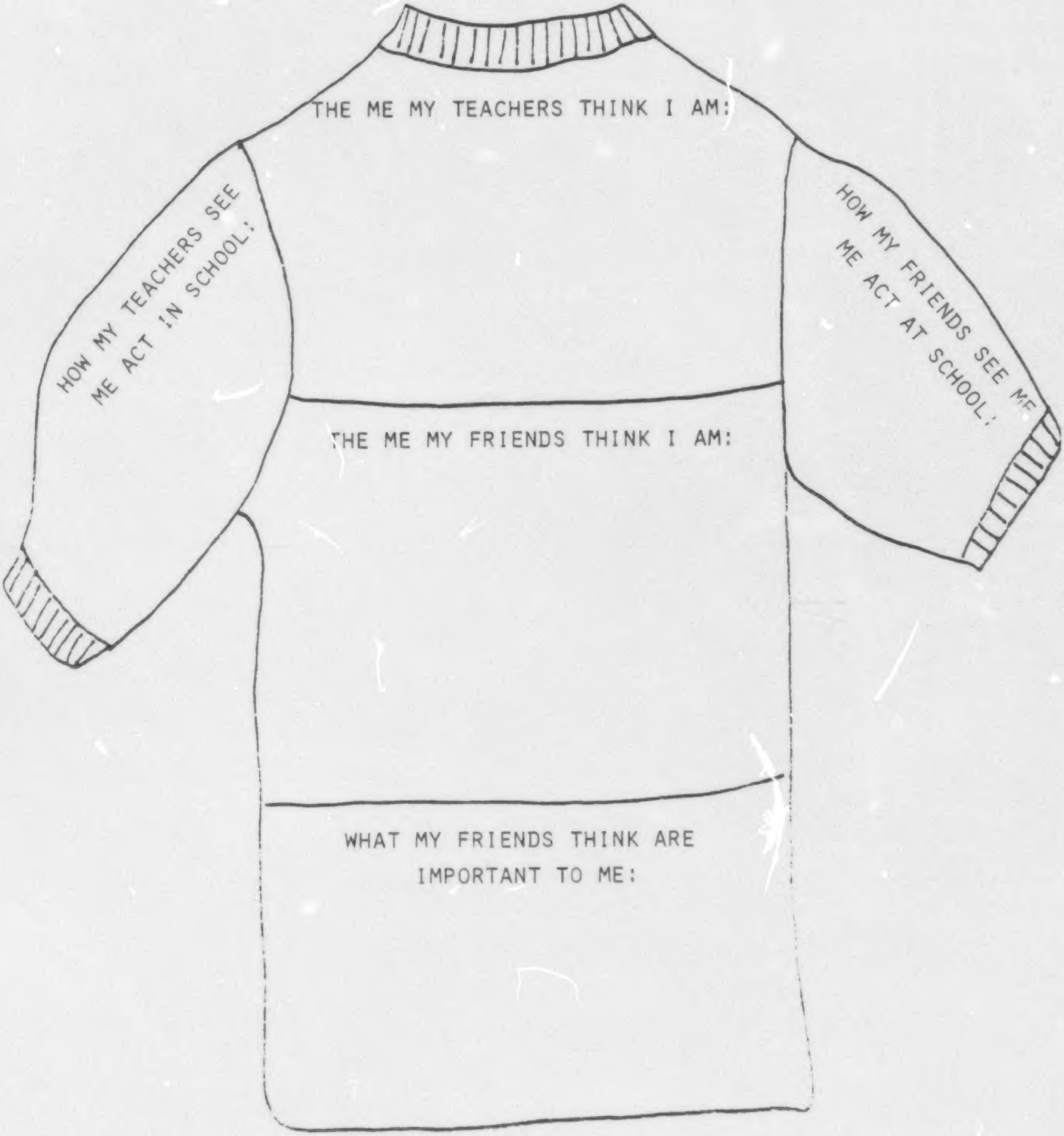
ME SHIRT


THE ME I THINK I AM:
THE FUN ME LIKES:
THE SERIOUS ME LIKES:
THE ME I WANT TO BE SOMEDAY:
BELIEFS THAT ARE IMPORTANT TO ME:

THE ME MY PARENTS SEE


THE ME MY PARENTS THINK I AM:
THINGS MY PARENTS THINK I LIKE:
THINGS MY PARENTS THINK I DON'T LIKE:
WHAT MY PARENTS WANT FOR ME:
WHAT MY PARENTS WOULD LIKE ME TO BE SOMEDAY:

THE ME MY TEACHERS AND FRIENDS SEE


THE ME MY TEACHERS THINK I AM:
HOW MY TEACHERS SEE ME ACT IN SCHOOL:
HOW MY FRIENDS SEE ME ACT AT SCHOOL:
THE ME MY FRIENDS THINK I AM:
WHAT MY FRIENDS THINK ARE IMPORTANT TO ME:

MY TOP TEN

Directions: Make a list of the ten qualities which accurately describe who you really are.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

RISK

Directions: Imagine yourself in each of the situations. Decide how close you would get in each situation without feeling really uncomfortable. Use the rating scale to indicate the distance you decide on. Write the number on the blank next to the situation.

1	2	3	4	5
Very Close				Very Far

___ a violinist's performance?
___ the railing of a stairway?
___ old people?
___ a house fire?
___ newborn babies?
___ the end of a diving board?
___ hospitals?
___ animals?
___ museum displays?
___ the top of tall objects?
___ mannequins?
___ a person with a strong body odor?
___ handicapped person?
___ teachers?
___ an animal killed by a car?
___ your mom when she is crying?
___ the trash collector?
___ a good book?
___ the family on a weekend?
___ someone who'd tell you the truth about yourself?
___ someone with bad breath?
___ a black cat?
___ the edge of a cliff?
___ a policeman?
___ the waves of the ocean?
___ wet cement?
___ sick people?
___ sporting events?
___ street brawls?
___ smelly objects?
___ guns?
___ squishy objects?
___ a casket at a funeral?
___ little children?
___ a field of flowers?
___ a fortune teller?
___ a moving train?
___ a bubbling brook?
___ an exit in a crowded room?
___ strangers?
___ school when it's not in session?
___ a beautiful painting?
___ people of a different race?
___ a stranger in need?
___ abandoned streets after dark?
___ a roller coaster?
___ a friend who needs a loan?

Look at those situations that you marked 4 or 5. Do they fall in any similar category? What did you learn?

TWENTY QUESTIONS

Directions: Complete each of the following sentences with how you feel.

1. So far this year has been . . .
2. I learn most when . . .
3. I have the most power over . . .
4. My life spirit is . . .
5. I enjoy myself most when . . .
6. I'd like to see this group . . .
7. My teachers are . . .
8. I would like to change . . .
9. My favorite time is . . .
10. Usually I have problems with . . .
11. My friends are . . .
12. I would describe my emotional health as . . .
13. My school . . .
14. I get the most help from . . .
15. Death . . .
16. Honest and logical self talk is . . .
17. I think physical health is . . .
18. My feelings of self worth are . . .
19. My family . . .
20. Life should be . . .

LOOK AT IT FROM THEIR POINT OF VIEW

Directions: Read the paragraph below. Then describe your thoughts about the questions, looking at them from different perspectives.

"My men must have thought someone had blown their blocking assignment or maybe it was because he was a rookie, but whatever the reason he was making a bad mistake: running at full speed and not looking to either side. I know he didn't see me and I decided to take him low. I gathered all my force and hit him. As I did, I heard his knee explode in my ear, a jagged, tearing sound of muscles and ligaments separating. The next thing I knew, time was called and he was writhing in pain on the field. They carried him off on a stretcher and I felt sorry--but at the same time, I knew it was a tremendous block and that was what I got paid for." (Copyright 1970 by Dave Meggysey from Out of Their League, Ramparts Press)

1. Should rules be added to football that would reduce injuries, but would also cut down on the excitement of the game?

-- Answer as the rookie:

-- Answer as the blocker:

-- Answer how you feel as a fan:

2. What do you get out of playing football?

-- Answer as the rookie:

-- Answer as the blocker:

-- Answer how you feel if you play football:

3. When would you do something that would cause serious injury to someone else?

-- Answer as the rookie:

-- Answer as the blocker:

-- Answer how you personally feel:

4. Describe how taking another person's point of view has helped in your ability to make a decision.

PLAN A COMMERCIAL

You are to create an advertisement or commercial to sell yourself. You may design a magazine or newspaper advertisement, a poster, a billboard, a brochure, a radio or television commercial, or any other form of advertising you can think of (e.g., sweepstakes, coupons, etc.). Be creative--let the customer know why you are worth "buying." Have fun selling yourself!

You will be given one to two minutes at the next meeting to give your commercial or explain your advertisement or whatever method you choose.

Outline your ideas below. Careful planning will give the best "sell job."

STORY GO ROUND

Materials and Resources:

1. Chalk and chalkboard or poster paper and markers
2. Small bell
3. Copies of Seminar Evaluation form for each student
4. Copies of Personal Evaluation form for each student

Directions:

1. Begin this meeting by allowing each student one or two minutes to present his or her commercial or advertisement. Avoid judging, giving prizes, or critiquing the advertisements or commercials. This only creates competition and feelings of inadequacy and resentment among those who do not "win." When all the students have finished, discuss what they liked and didn't like about this activity.

2. Write the following outline on the chalkboard or poster paper:

   Helping Others Develop a Healthy Life Spirit

   - Communicate acceptance
   - Communicate knowledge
   - Recognize your limits in helping:
     - You can't control how parents or others react to that person
     - You can't always agree with that person's belief system
     - You can't always give enough time
     - That person sometimes is not willing to give his or her time
   - Encourage others in developing a healthy life spirit
     - Encourage logical beliefs
     - Encourage development of a belief system
     - Use humor as encouragement
     - Teach the use of logical self talk
     - Teach perspective taking techniques

3. Discuss briefly with the students each topic as you write it down. Brainstorm together how they could apply these in their daily lives.

4. Indicate to the students that they are going to be part of a Story-Go-Round. You will begin the story (see below); then you will ring the bell and the student on your right will take up the story. When the bell rings (you will ring it at different intervals), the story passes on to the next student. Continue the story until the outlined points are covered or until you sense the group has had enough.

STORY GO ROUND

> Ann and Jesse were friends at school. They were in the same class; their desks were next to each other. Ann had just come to their class a month ago. Jesse noticed that Ann didn't talk much in class and she didn't play with the other girls at recess very much, either. Jesse remembered what Mr. Lowe, the counselor, had said in seminar last week about feeling discouraged. So he . . . (ring the bell).

5. When the story activity is finished, distribute the two evaluation forms to each student. Ask the students to complete these and return them before leaving.

Adaptations:

Adapt the story to fit the age group you are working with.

Evaluation:

Seminar Evaluation form
Personal Evaluation form

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content

|———————+———————|

Not Very Well	O.K.	Very Well

2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned

|———————+———————|

Not Very Much	Some	A Lot

5. I have been able to apply what I learned to my everyday life. ___ YES ___ NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about a healthy life spirit with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

PERSONAL EVALUATION

Directions: Mark the YES column if you can do what the statement says; mark the NO column if you cannot do what the statement says.

	YES	NO
1. I can describe my values and tell how they are important to my entire being.	___	___
2. I can tell the difference between right and wrong and I know how it affects my entire being.	___	___
3. I have positive attitudes toward life and death and I can tell how those attitudes affect my entire being.	___	___
4. I can describe how I care about something larger than myself and I can tell how it affects my entire being.	___	___
5. I know what discourages my and others' life spirit.	___	___
6. I can describe the characteristics of a discouraged life spirit.	___	___
7. I can identify what goals of behavior I or others seek when experiencing a discouraged life spirit.	___	___
8. I can describe what is communicated by a discouraged life spirit.	___	___
9. I can describe what encourages my and others' life spirit.	___	___
10. I can describe the characteristics of an encouraged life spirit.	___	___
11. I can identify what goals of behavior I or others seek when experiencing an encouraged life spirit.	___	___
12. I can describe my personal belief system.	___	___
13. I can explain how a belief system could encourage a healthy life spirit.	___	___

		YES	NO
14.	I use logical self talk as a way of encouraging a healthy life spirit.	____	____
15.	I use perspective taking techniques as a way of encouraging a healthy life spirit.	____	____
16.	I can communicate knowledge to persons I am trying to help develop a healthy life spirit.	____	____
17.	I can communicate acceptance of and support for persons I am trying to help develop a healthy life spirit.	____	____
18.	I know that my inability to control another person's environment limits my progress in helping others.	____	____
19.	I know that differences in belief systems could limit my ability to help others.	____	____
20.	I know that my and others' lack of time commitment could limit my ability to help them.	____	____
21.	When appropriate, I encourage others to establish a belief system.	____	____
22.	I use humor as a way of helping others encourage a healthy life spirit.	____	____
23.	I teach others to use logical self talk as a way of encouraging a healthy life spirit.	____	____
24.	I teach others to use perspective taking techniques as a way of encouraging a healthy life spirit.	____	____

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PERSONAL EDUCATION

SEMINAR: A HEALTHY LIFE SPIRIT

A. Individuals will develop skills which encourage the existence of a healthy life spirit.

1. Individuals will demonstrate skills in developing those aspects that encourage a healthy life spirit and relate those skills to their entire being.

Meeting #1:
Cycle of Respect

a. Individuals are able to encourage the development and clarification of their values as an aspect of a healthy life spirit and specify how it affects their entire being.
b. Individuals are able to encourage their moral development as an aspect of a healthy life spirit and specify how it affects their entire being.

Meeting #2:
Living and Dying

c. Individuals are able to encourage their own positive attitudes toward life and death and specify how it affects their entire being.
d. Individuals are able to determine how or if they focus on something larger than self and specify how it affects their entire being.

2. Individuals will demonstrate recognition of what they and others gain and communicate through an encouraged or a discouraged life spirit.

Meeting #3:
IALAC

a. Individuals are able to specify those factors that could discourage their or others' life spirit.
b. Individuals are able to specify how they or others exhibit a discouraged life spirit.
c. Individuals are able to determine what goals of behavior they or others seek when a discouraged life spirit is exhibited.
d. Individuals are able to specify what they or others communicate when exhibiting a discouraged life spirit.
e. Individuals are able to specify those factors that could encourage their or others' life spirit.
f. Individuals are able to specify how they or others exhibit an encouraged life spirit.

Meeting #3:
IALAC (contd.)

g. Individuals are able to determine what goals of behavior they or others seek when an encouraged life spirit is exhibited.
h. Individuals are able to specify what they or others communicate when exhibiting an encouraged life spirit.
i. Individuals are able to identify their present life spirit pattern.
j. Individuals are able to determine if they desire to continue their present life spirit pattern.

3. Individuals will demonstrate the internal processes that encourage a healthy life spirit.

Meeting #4:
Who Am I?

a. Individuals are able to determine how or if they are involved in the process of establishing a personal belief system.
b. Individuals are able to specify how a belief system could encourage aspects of a healthy life spirit.
c. Individuals are able to use logical self-talk as a means of encouraging aspects of a healthy life spirit.
d. Individuals are able to use perspective-taking techniques as a means of encouraging aspects of a healthy life spirit.

B. Individuals will develop skill in helping others to encourage the development of a healthy life spirit.

1. Individuals will demonstrate appropriate communication skills in helping others to encourage development of a healthy life spirit.

Meeting #5:
Story-Go-Round

a. Individuals are able to communicate knowledge to those persons they wish to help encourage a healthy life spirit.
b. Individuals are able to communicate acceptance of and support for those persons they wish to help encourage a healthy life spirit.

2. Individuals will demonstrate recognition of the limitations and use of the possibilities they have in helping others to encourage the development of a healthy life spirit.

a. Individuals are able to demonstrate recognition of their inability to control another person's environment and how this can limit their progress in helping others.

Meeting #5:
Story-Go-Round
(contd.)

b. Individuals are able to demonstrate recognition of how differences in belief systems could limit their ability to help others.
c. Individuals are able to demonstrate recognition of their and others' lack of time commitment and how this could limit their progress in helping others.
d. Individuals are able, when appropriate, to encourage others to begin establishing a belief system as one means of developing a healthy life spirit.
e. Individuals are able to use humor as a means of helping others encourage a healthy life spirit.
f. Individuals are able to teach the use of logical self-talk as a means of helping others encourage a healthy life spirit.
g. Individuals are able to teach perspective-taking techniques as a means of helping others encourage a healthy life spirit.

REFERENCES

SEMINAR: A HEALTHY LIFE SPIRIT

Beck, C. M. *Moral Education in the Schools: Some Practical Suggestions*. Toronto: The Ontario Institute for Studies in Education, 1971.

Dinkmeyer, D. and Losoncy, L. E. *The Encouragement Book*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

Gyulay, J. *The Dying Child*. New York: McGraw-Hill Book Company, 1978.

Kohlberg, L. The Cognitive-Developmental Approach to Moral Education. *Phi Delta Kappan*, June, 1975, 670-677.

Kubler-Ross, E. *On Death and Dying*. New York: Macmillan, 1969.

Kurdek, L. A. Perspective Taking As the Cognitive Basis of Children's Moral Development: A Review of the Literature. *Merrill-Palmer Quarterly*, Vol. 24, No. 1, 3-28.

Moody, R. A. *Life After Life*. New York: Bantam, 1975.

COMMERCIAL MATERIALS

Simon, S. *I Am Loveable and Capable* (IALAC) (Filmstrip). Niles, Ill.: Argus Communications, 1973-74.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Loydia Webber, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent
of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Guidance and Counseling
Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1982

Cost $2998.10
Quantity 400

DOAS